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ABSTRACT

The findings of an on-going self-evaluation process conducted at Franklin College during 1975-1978 are presented in seven sections. Chapter I deals with the academic program in terms of the curriculum, academic travel, and co-curricular programs. Chapter II focuses on the students. It outlines trends in admission standards and selectivity, enrollment, grading, and degrees granted and considers counseling, extracurricular activities, student participation in governance, and housing problems. The third chapter profiles the faculty and discusses faculty turnover rates, responsibilities, and teaching loads. Chapter IV assesses library acquisitions, circulations statistics, inter-library loan services, and periodical holdings, and presents the results of a student survey of the helpfulness of the library. Chapter V details organizational and administrative changes during 1975-1978 and presents an organization and governance chart. Chapter VI discusses financial problems due to the devaluation of the dollar, efforts to increase income and improve fund-raising, and the difficulties involved in reporting finances to both Swiss and American authorities. Chapter VII discusses the alumni association, the results of an alumni survey, student transfer records, and attrition rates. (JP)

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Self-Evaluation Report for the Middle States Association of Colleges and Secondary Schools 1978

Franklin College
Lugano, Switzerland

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PREFACE

Franklin College's self-evaluation has been an on-going process since the original report was written in 1975. It has involved all members of the College community: students, faculty, administrators, Trustees, Advisory Board Members, the Alumni Executive Council, Alumni, parents and friends. During the past year, numerous meetings have been held in Switzerland and the United States to discuss development and future planning. Significant headway has been made since the last self-evaluation report in gathering opinion representing a larger component of the Franklin community. The three day meeting of the Long Range Planning Committee in Lugano last April, bringing together students, Trustees, faculty, administrators, and European Advisory Board members, is one example of this positive development. From it, the foundation for the "Five Year Master Plan for Institutional Development" was laid. A subsequent meeting of Trustees, U.S. Advisory Board members and the Alumni Association Executive Council built upon this framework to create the now complete "Master Plan". During the current academic year, faculty and student representatives, meeting in committee, have added to the institutional process of self-evaluation.

This report concentrates on the last three years of Franklin's development. It aims to show how far the College has come since the 1975 accreditation team visit. New information, new statistics and new projections are included in this report. Those that are still valid can be found in the 1975 report.

The individual chapters of the report were written by administrators and other members of the College community involved with the preparation of the document. Except for minor style editing, each chapter has been kept basically intact and reflects not only the findings

of the individual responsible for the writing, but also the findings of the institution as a whole. It is felt that the foregoing procedure has resulted in an accurate account of the development of Franklin College since the 1975 visit of the Middle States Evaluation Team, as well as an indication of the institution's future plans.

TABLE OF CONTENTS

	Page
CHAPTER I	
ACADEMIC PROGRAM	1-19
CHAPTER II	
STUDENTS AND STUDENT LIFE	21-42
Admissions	21
Grading	31
Degrees and Diplomas	33
Counselling	35
Housing	36
Student Participation in Governance	38
Extra-Curricular Activities	39
CHAPTER III	
FACULTY AND TEACHING	43-51
CHAPTER IV	
LIBRARY DEVELOPMENT	53-57
CHAPTER V	
ORGANIZATION AND ADMINISTRATION	59-69
Board of Trustees	59
Board of Advisors	60
Alumni Association Executive Council	61
College Administrative Organization	62
Organizational Chart	67
CHAPTER VI	
FINANCES	71-79
CHAPTER VII	
OUTCOMES	81-98
The Alumni Association	81
Transfer Record	91
Attrition	97

CHAPTER I

ACADEMIC PROGRAM

INTRODUCTION

Since the fall of 1975, some changes have occurred in the academic program of Franklin College. Most of these changes have been clarifications and specifications of policies which previously were either unformulated or, in keeping with the developmental stage of the College, unspecified. The requirements for the Associate of Arts degree have been expanded to require two semesters of Western Civilization, English composition for those students who manifest a need for it, and a determination of College area requirements. In line with this, the requirements for the certificate in the Institute of European Studies have been specified to include courses from definite areas and a closer integration with academic travel. In line with recommendations from the original accreditation board report (6)* the courses have been renumbered to reflect more adequately numbering in other American colleges. Attention has been given to coordinating more closely academic travel with course curriculum. On-campus seminars have been instituted for those students who, for financial or other pressing reasons, are not able to travel. Finally, independent travel for second semester sophomores who have a sufficiently high grade point average and who have demonstrated a good travel research project has been encouraged.

Curriculum

The 1975 accreditation team expressed in their report (1, 2, 10) the need for curriculum revision. This has been an ongoing process among the faculty and administration of Franklin College. Curriculum planning has been and is guided by the following principles. Firstly,

*numbers refer to the pages of the Accreditation Report, May 4-7, 1975.

the curriculum is that of a liberal arts junior college. This means that emphasis is on language, literature, civilization, art, and social sciences. Secondly, the curriculum should reflect the European focus of the aims and goals of the College. Consequently, European art, literature, and social sciences have been given primary consideration. The major orientation of the Political Science program as well as the economics courses is on international relations. Franklin is not, then, a career preparation College, nor one which provides pre-medical or pre-dental courses required for entrance into medical or dental schools.

An overall concern in curriculum planning, and one expressed by the accreditation team, is how well Franklin prepares its students to transfer into a four year college program. With this in mind, the Franklin curriculum aims to provide the basic liberal arts core or general education requirements of American four year colleges. A formal study to determine how well this aim was being met was conducted in the fall of 1977. Twelve colleges were selected at random from those to which Franklin students in the past have transferred. Careful attention was given to their required liberal arts courses. The conclusion of this report was that the Franklin College curriculum (the obvious exception being the natural sciences), with proper advisement and counselling, represents a viable foundation for the upper division programs selected by our students upon transfer. The only other precise data available are those from a survey of Franklin students who have transferred to Georgetown undertaken by Dr. Joseph A. Chalmers, Dean of Admissions and Records at Georgetown University. A sample of sixteen students was selected from those students who entered Georgetown between 1972 and 1976. Of those students, seven graduated from Georgetown, four are presently enrolled, four withdrew, and one is on leave of absence.

Of those who graduated, two had a GPA of 2.5 or better, two of 3 or better, and three of 3.5 or above. Of that same number, six had earned 60+ credits at Franklin, which would indicate an Associate of Arts degree. Of these students three earned 45-59 credits at Georgetown, and three earned 60+. These meager data indicate that Franklin students who have transferred into Georgetown University graduate and do well, and finish their college education in the standard four years.

Since many students these days are interested in a career in business, Franklin had to recognize this and provide some basic courses that would prepare students to transfer into a Bachelor's program in Business Administration. To this end, Microeconomics and Macroeconomics are taught, as well as Introduction to Business Principles, Statistics and Calculus. Other courses stress comparative economic systems and the history of European economic systems. A travel seminar has been offered in banking and the Eurodollar.

Two further observations about curriculum were made by the 1975 accreditation team. The first reflected the general lack of preparation of American college students in basic writing skills (6). Franklin has adopted the English composition placement test given to all incoming freshmen students during orientation week. Should a student not place above the seventieth percentile in this exam, that student is required to take the English composition course for at least one, and possibly two, semesters. The second observation was that Franklin seemed ideally suited for interdisciplinary courses (6). The Western Civilization course was begun in the fall of 1977 after much planning, and made mandatory for all Associate of Arts degree candidates. Four instructors prepare lectures for the entire class, and then on another day

each meets with a small number of students for discussion. Each of the four members of the "team" give at least one lecture a semester, and the rest are given by a member of the faculty. This course has an added advantage. The students hear a lecture from almost every one of the full-time faculty members during the year, in a field or area in which that faculty member has expertise.

Besides the Western Civilization and English composition requirements, students must complete at least one course in four of the five academic areas of the College for the A.A. degree. Freshmen may not take more than two courses in any one area per semester, and sophomores no more than three in any one semester.

Table One gives the percentage of enrollment in the five academic areas of the College over a five year period.

Table 1

STUDENT ENROLLMENT PER AREA OF STUDY

	1973/74	1974/75	1975/76	1976/77	1977/78
Social Science	288 23%	309 21%	247 21%	289 23%	239 17%
Civilization	220 18%	296 21%	225 20%	209 16%	312 22%
Language	230 19%	353 25%	272 24%	329 26%	331 23%
Literature	217 17%	159 11%	109 9%	141 11%	226 16%
Art	286 23%	323 22%	300 26%	309 24%	315 22%

As can be seen from these figures, the percentage of distribution over the indicated years has remained consistent. The increase of enrollments in Civilization in 1977/78 occurred because Western Civilization was made a degree requirement in that year. The large percentage of students studying languages is predictable given the European location of the College.

Tables 2 (a-f) present more precise details of enrollments within the five academic areas.

Table 2 (a)

SOCIAL SCIENCE ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Studs. per course
Pol. Phil Pol. Sci Int. Rel	74-75	92	8	11.5
	75-76	79	7	11.3
	76-77	92	7	13.1
	77-78	71	7	10.1
Economics	74-75	71	7	10.1
	75-76	97	7	13.9
	76-77	101	7	14.4
	77-78	75	5	15.0
Business	74-75	38	2	19.0
	75-76	32	2	16.0
	76-77	36	2	18.0
	77-78	32	2	16.0
Sociology	74-75	108	4	27.0
	75-76	39	2	19.5
	76-77	18	2	9.0
	77-78	15	2	7.5
Psychology	74-75	-	-	-
	75-76	-	-	-
	76-77	42	2	21.0
	77-78	46	2	23.0
Totals	74-75	309	21	14.7
	75-76	247	18	13.7
	76-77	289	20	14.5
	77-78	239	18	13.3

Table 2 (b)

CIVILIZATION ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Students per course
Philosophy	74-75	49	2	24.5
	75-76	29	2	14.5
	76-77	38	2	19.0
	77-78	32	2	16.0
Civilization	74-75	198	8	24.8
	75-76	196	7	28.0
	76-77	171	8	21.4
	77-78	280	9	31.1
Religion	74-75	49	2	24.5
	75-76	-	-	-
	76-77	-	-	-
	77-78	-	-	-
Totals	74-75	296	12	24.7
	75-76	225	9	25.0
	76-77	209	10	20.9
	77-78	312	11	28.4

Table 2 (c)

LANGUAGE ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Studs. per course
Italian	74-75	146	7	20.9
	75-76	126	11	11.5
	76-77	136	7	19.4
	77-78	161	8	20.1
French	74-75	98	9	10.9
	75-76	72	8	9.0
	76-77	77	9	8.6
	77-78	99	9	11.0
German	74-75	109	7	15.6
	75-76	74	9	8.2
	76-77	89	9	9.9
	77-78	71	8	8.9
English as a Foreign Lang.	76-77	27	2	13.5
Totals	74-75	353	23	15.3
	75-76	272	28	9.7
	76-77	329	27	12.2
	77-78	331	25	13.2

Table 2 (d)

LITERATURE ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Studs. per course
Literature	74-75	159	16	9.9
Journalism	75-76	109	12	9.1
Creative Writing	76-77	141	12	11.8
	77-78	139	12	11.6
English Comp.	77-78	87	2	43.5
Totals	77-78	226	14	16.1

Table 2 (e)

ART ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Studs. per course
Art History and Theory	74-75	161	11	14.6
	75-76	209	11	19.0
	76-77	221	14	15.8
	77-78	213	13	16.4
Hist. of Music	74-75	33	4	8.3
Music Theory	75-76	-	-	-
Chorus	76-77	-	-	-
	77-78	-	-	-
Studio Arts	74-75	129	11	11.7
Drama	75-76	91	11	8.3
Photography	76-77	88	7	12.6
	77-78	102	7	14.6
Totals	74-75	323	26	12.4
	75-76	300	22	13.6
	76-77	309	21	14.7
	77-78	315	20	15.8

Table 2 (f)

UNCLASSIFIED ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Studs. per course
Business (Repeat)	74-75	38	2	19.0
	75-76	32	2	16.0
	76-77	36	2	18.0
	77-78*	32	2	16.0
Mathematics	77-78	32	2	16.0

* In 1977-78 Business offerings were listed under "Unclassified". For this report, the figures have been computed under Soc. Sci. where this course previously counted.

The percentage of students enrolled in 200 level courses for 1977/78 is presented in Table Three.

Table 3

200 LEVEL ENROLLMENT 1977/78

Total Semester Courses	Total 200 Level Courses		Total Enrollment in all Courses	Enrollment in 200 Level Courses	
90	50	55%	1530	617	40%

Conclusion - Curriculum

Franklin College has made careful and conservative changes in its curriculum over the past three years. This has been done with attention to the goals of the College and the needs of the students. Courses which do not fit this pattern, or a proliferation of "catchy" courses, have been avoided. The constant re-evaluation

continues and will be first on the agenda for the fall of 1978. Clearly, some needs and goals are not being met. With an increasing number of students whose native language is not English, there is a growing demand for Teaching English as a Second Language (TESL) facilities. Music has been dropped from the curriculum and its reinstitution must be considered. There are still no natural science courses. The addition of mathematics and statistics, as well as the development of two courses in psychology, have somewhat taken the edge off this demand. But it remains, and must be addressed. Given the lack of space and facility any elaborate laboratory science is out of the question. However, as suggested by the 1975 team, geology is a possibility (6). Geography, Earth Science, Botany, Ecology are also possibilities that might enhance the curriculum and further the goals of the College.

In any further curriculum revision, the proposed Bachelor of Arts degree assumes a central position. A feasibility study has been completed for the establishment of a Bachelor's degree program in International Relations and Art History. Evidently, any further curriculum planning will be influenced by whatever decision is taken on this proposal.

Academic Travel

From its inception, academic travel, that is, course related travel, has been essential to the program at Franklin. In many ways, it has been the ideal; in many others, the nemesis of the curriculum. Clearly, with this commitment, it is impossible to consider curriculum development without simultaneously considering academic travel. Two weeks of each semester are devoted to this travel experience. It is obviously important for the Franklin curriculum.

The aim of academic travel is to integrate classroom experience with travel experience. Integration is the key word, and is something easier to talk about than to effect. This integration has been, and continues to be, of primary concern for the administration, faculty, and students. Most of the integration has been accomplished in the following ways: (1) the trip leader is often the instructor in that course which focuses on that area, (2) travel papers are written for specific courses which integrate with the trip, and both the course instructor and travel leader evaluate the papers. Table 4 gives a general overview of the destinations for 1977-78, and the number of students participating in each.

Table 4

ACADEMIC TRAVEL DESTINATIONS AND GROUP SIZE

Academic Year 1977/78

Destination	Fall	Spring
Cornwall, G.B.	10	
Czechoslovakia	19	
E. & W. Germany	25	
Greece	17	
Italy	16	
Paris/Brittany	21	
Wales, G.B.	8	
Cornwall, G.B.		10
Czechoslovakia		17
France		30
London		13
Sicily		21
Vienna/Budapest		28

In order to further integrate travel with classroom work, two steps were taken in the spring of 1978. The first designated specific courses as appropriate for each trip offered. In the past, this had been somewhat understood, but for the first time it was specified and students were, as far as possible, held to these offerings. The following is a list of trip destinations in the Spring of 1978, with appropriate courses for which a paper could be written.

Cornwall, G.B.	All courses taught by Mr. Stanford only.
Czechoslovakia	Marx, Lenin, Mao, Macroeconomics, Comparative Economic Systems German Civilization, 20th Century European Painting, Introduction to International Relations, Western Civilization.
France	All French Courses, 20th Century French Literature, 20th Century European Painting, Government and Politics of Western Europe, Western Civilization.
London Theatre	Modern Drama, English Literature, Drama Workshop.
Sicily	Introduction to International Relations, Government and Politics of Western Europe, Marx, Lenin, and Mao, Macroeconomics, Comparative Economic Systems, Western Civilization.
Vienna/Budapest	All German courses, German Civilization,

Vienna/Budapest (Cont'd)	Introduction to International Relations, European Painting from Van Eyck, Theories of Personality, International Economics, Western Civilization.

As indicated above, for sufficient reasons, a small number of students are not able to travel during the academic travel periods. For these students, a seminar on campus has been instituted. These seminars are designed to be of high quality, and though in fact to remain on campus is second-best in most students' eyes, the seminars have been rewarding for them. The seminars selected also aim to integrate the seminar content with specific courses according to the following suggestions.

Banking and Finance: - The Eurodollar	All economic courses, Introduction to Business Principles, International Business.
Vision of the Ideal Man: Mann and Hesse	Modern European Literature, English Composition, Creative Writing, Theories of Personality.

The following table gives the distribution of students participating in seminars instead of travel during the academic year 1977/78, as well as the number of students who travelled independently.

Table 5

PROFILE OF STUDENTS NOT PARTICIPATING IN ACADEMIC TRAVEL PROGRAMS

Academic Year 1977/78

	Fall	Spring
SEMINAR: M. Holley "Vision of the Ideal Man" Thomas Mann/Hermann Hesse	5	
SEMINAR: H. Schenouda "Arab/Israel Conflict"	6	
INDEPENDENT TRAVEL	9	
SEMINAR: M. Holley "Vision of the Ideal Man" Thomas Mann/Hermann Hesse		9
SEMINAR: R. Meyer "Banking & Finance: Eurodollar"		4
INDEPENDENT TRAVEL		15

In addition to the academic travel periods, Franklin has a program of co-curricular travel. These take place either on week-ends, or may be one day excursions to neighboring towns. Two three-day week-ends a semester are provided for more extensive trips. These trips are closely aligned with course work and, so far as possible, are required by the teacher. During the academic year 1977/78, the following courses and co-curricular trips were offered.

One week-end to Florence, another to Rome	Arts of the Italian Renaissance
Week-end to Padua and Venice	Arts of the Italian Renaissance
Week-end to French Riviera	All French courses
Week-end to Munich	German courses German Civilization
Saturday trips to: Bellinzona, Negrentino, Castelseprio, Isola Comacina	Arts of the Middle Ages

In order to fulfill their Associate of Arts requirements, all students so enrolled must participate in at least two of the organized academic travel periods. Students who have fulfilled this requirement, and those students who are at Franklin for only a semester or a year, may travel independently under the following conditions. They must have a cumulative grade point average of 3.0 or above. A research plan is presented to a specific instructor, and it must be correlated closely with course work. The student prepares carefully for the trip and will be required before leaving to submit a bibliography and a project outline. The paper is completed after the trip and submitted for a grade to that instructor for whose course it was planned. During the

academic year 1977/78 students travelled independently in small groups, or alone, to the following places: Poland, Munich, Israel, Southern Spain, Greece, Saudi Arabia, Zürich, and Bern.

Finally, students travel on their own during vacations and on week-ends. Franklin College has sponsored a trip to the Soviet Union each spring vacation for some years. Though this is not academic travel as such, the preparation of the students, and their intense interest, has made it a valuable academic as well as personal experience.

Conclusion - Academic Travel

The concern of the accreditation team in 1975 (6) remains a concern of the Franklin administration, faculty, and students --- how best to integrate the classroom with travel? The travel program is in a constant state of refinement and development. Students fill out travel evaluation forms after the completion of their trips. These have proven invaluable to travel leaders and curricular planners in revising trips and making them more closely attuned to Franklin's objectives and the needs of its students. An ad hoc Travel Committee consisting of faculty and students was formed during the academic year 1977/78 to further evaluate the programs. Its report will be available in the spring. Some of the problems considered were: the need to provide sufficient trips so that all students may participate; the lack of sufficient norms or standards to evaluate the academic value of the trips; the comparison of trips with a relatively narrow focus such as those to Wales, London, and Cornwall with those of a broad focus, such as those to France and Germany; the necessity of some trips being small in number because of itinerary - for example, visiting homes and studios of artists and writers - and those which demand a large

number of participants to make it economically feasible; the responsibility of the faculty member leading the trip, both economically and legally. These are problems presently being addressed. Some proposals will be forthcoming, but the evaluation of academic curriculum and travel at Franklin must be an ongoing process.

Co-curricular Programs

As an essential supplement to the academic curriculum and travel, Franklin College makes every effort to provide students with the opportunity to experience and grow in other areas as well. Each student pays fifty Swiss francs per semester into an activities fund. This covers co-curricular and extra-curricular activities open for all students. Proposals for the use of these funds may be presented by the Student-Faculty Committee, as well as by individual students or student groups, and faculty. Since neither a Dean of Students, nor a student organization presently exist at Franklin, the Dean of the College and the Administrative Vice-President share the functions of the Dean of Students. In this plan, the Vice-President administers the Student Activities Fund.

Every Wednesday evening during each semester is reserved for a carefully chosen film program consonant with the Euro-American character of the College. The following is the calendar for films shown during 1977/78. It should be noted that the films in the second semester are integrated with the course in European Film and Society and require the student to have at least some reading knowledge of French or German since the films are shown with their original sound track, most of which are not in English.

First Semester

Murder on the Orient Express (1974), directed by Sidney Lumet
Tom Jones (1962), directed by Tony Richardson
Kind Hearts and Coronets (1948), directed by Robert Hamer
Some Like it Hot (1958), directed by Billy Wilder
Hester Street (1975), directed by Joan Micklin Silver
Judgement at Nuremberg (1961), directed by Stanley Kramer
Jeremiah Johnson (1972), directed by Sidney Pollack
The Graduate (1968), directed by Mike Nichols

Second Semester

Bicycle Thieves (1948), directed by Vittorio de Sica
Salt of the Earth (1953/54), directed by Herbert Biberman
The Cabinet of Dr. Caligari (1919), directed by R. Wiene
The Last Laugh (1924), directed by F. Murnau
Nazarin (1958), directed by Luis Bunuel
Belle de Jour (1967), directed by Luis Bunuel
Repulsion (1965), directed by Roman Polanski
Cul-de-Sac (1966), directed by Roman Polanski
Death in Venice (1971), directed by Luchino Visconti
The Seventh Seal (1956), directed by Ingmar Bergman
Wild Strawberries (1959), directed by Ingmar Bergman
8½ (1962), directed by Federico Fellini
Amarcord (1973), directed by Federico Fellini

The College provides as many guest speakers on campus as possible. During the past four years the following speakers have addressed the students and faculty.

Danilo Dolci, Italian writer and social reformer
Ambassador Marvin L. Warner, recently appointed American Ambassador to Switzerland
Irwin Shaw, author, playwright, short-story writer

Sir Richard Marsh, Chairman, British Rail

The International Business Club continues to be a source for stimulating speakers and symposia, and elicits enthusiasm from the students. During the academic year 1977/78 the IBC brought the following speakers to campus.

Jack Ferraro, director of International Investments for the Banca del Gottardo, Lugano, Switzerland

John Owens, Managing Director, Italicor Corp., Milan, Italy

Davis Bunn, Marketing Manager, Rivopharm Limited, Lugano, Switzerland

John Robertson, Chairman, Robertson Associates, A.G., Zürich, Switzerland

On Saturday, April 29, 1978, the IBC will sponsor a symposium entitled "The Rising Tide of Protectionism in World Trade". Among the participants will be: Clarke N. Ellis, Consul General for the U.S. in Switzerland, Dr. Richard Blackhurst working with the University of Chicago and Johns Hopkins on the General Agreement on Tariffs and Trade, Professor Marcello DeCecco, an Italian economist from the Universities of Siena and Bologna.

In addition to the above, the College keeps the students regularly informed of cultural events in the Ticino, and especially in Lugano. From time to time a group is organized to attend a concert or opera, or to visit an art gallery or special exhibition. To further develop the cultural and social co-curricular program, an assistant to the Director of Student Activities has been appointed for the next academic year, 1978/79.

CHAPTER II

STUDENTS AND STUDENT LIFE

ADMISSIONS

The geographic separation between the College and its major pool of potential applicants has long been of concern. The 1975 self-evaluation report addressed itself to this question, as did the subsequent Team report. Although communication caused by the distance between the campus and the College's constituency will continue to be a problem, the situation has been greatly improved. In the fall of 1977 a full-time admissions office was opened in New York City. A full-time Director of U.S. Admissions was appointed to oversee all U.S. recruiting and admissions operations. As of the fall of 1978, a full-time Director of European Admissions will take over responsibility for all matters concerning the recruitment, processing and admissions of incoming students from outside North America. As a result, communications and contacts with parents, applicants, college counselors and schools have been greatly improved and have already resulted in a major increase of applicants for the 1978/79 academic year. It is hoped that the addition of the full-time Director of European Admissions will expand the services available to this rapidly growing pool of foreign applicants. The above actions are all in direct response to the recommendations made by the 1975 Middle States Team.

As mentioned in the 1975 Self-evaluation report, the President, Vice President, Dean and other members of the Franklin College administrative staff travel regularly to the United States for the purpose of assisting in the recruiting effort. This policy will continue in the future as it provides for important

exposure of the administrative officers in the areas of admissions, fund raising, public relations, alumni affairs, meetings of the Board, and general representation in the United States. It is an important way for them to stay in touch with the main-stream of American higher education.

Admissions Standards

In the past three years, the admissions criteria and policies of Franklin College have been specified and clarified. To be eligible for admission to the College, a student must have received a grade point average from his or her previous educational institution of at least 2.5 or its equivalent. This would translate into a comfortable "C" average. The SAT verbal scores must be at least 400 and, in addition, the three letters of recommendation must be positive. If any of these criteria are lacking, the student's application is submitted to an admissions board. This board is composed of the Admissions Officer, the Dean of the College, and the College Counsellor. Should a student not be a native speaker of English, the TOEFL score must be between 450 and 500 in addition to the above scholastic requirements.

As admissions requirements have been clarified, so has the College policy on CLEP. Franklin College does not accept the general CLEP examinations for transfer credit. Subject examinations are given college credit under the following conditions. The examination must be in a subject area which is either taught at the College, or is within the course transfer policy of the College. Three semester hours are given for each subject examination acceptable, up to a maximum of nine credit hours. The student must have attained a grade on the subject examination at or above the sixtieth percentile. In 1978 Franklin College was designated

by the Educational Testing Service as a test center for administering CLEP examinations.

In recent months, the College has also specified its policy for acceptable transfer credits from other colleges. With an increasing number of students transferring into Franklin for sophomore year, or studying here for a semester or a year, transfer of credits becomes a real question. Franklin College will now transfer credits from courses taken at other colleges so long as the grade attained was "C" or better, and the course is one ordinarily taught in a liberal arts college. Specifically excluded are those courses which might be described as "applied" or career oriented. These would be, for example, typing, fashion design, ham radio operation, etc.

Selectivity

In the Self-Study document prepared by Franklin College for the accreditation visitation in 1975, a dilemma was posed (p.53). It seemed desirable to increase the academic level of the student body by a more careful selection of applications, while on the other hand the financial fragility of the College seemed to preclude this. In spite of the financial risk involved, the administration and faculty of the College determined on a policy of increased selectivity. In Table 6 are presented the mean grade point averages, and the mean SAT scores for incoming students between the years 1972 and 1977.

Table 6

GPA AND SAT SCORES FOR ENTERING FRESHMAN CLASSES 1972/1977

Year	Mean GPA	SAT FC American & Non-Amers. VBL	SAT FC American & Non-Amers. MATH	SAT FC Americans Only VBL	SAT FC Americans Only MATH	SAT National VBL	SAT National MATH	% above 3.6	% below 2.0
1972	2.28	470	456	-	-	445	481	8	13
1973	2.65	490	462	-	-	444	480	7	12
1974	2.75	469	487	-	-	434	472	11	15
1975	2.71	465	454	-	-	431	472	3	5
1976	2.74	452	450	-	-	-	-	6	10
1977	2.73	447	448	448	445	-	-	4 (3)	1 (1)

Observation of the grade point averages reveals a small, but definite rising trend. However, this may be due to a general grade inflation in American educational institutions within the past few years. The SAT scores mirror the downward trend in such scores nationally as reported by the National Report of the College Entrance Examination Board for College Bound High School Seniors, 1975-1976. It should be noted that for the 1974 and 1975 years, the two last years for which national averages were reported in the CEEB report, students entering Franklin College ranked somewhat above the SAT verbal scores nationally for both years, and also above the SAT math scores for 1974. What is perhaps more indicative as a norm of the academic achievement of students beginning college at Franklin is the change in percentages of students who rank above 3.6 and below 2.0. For the entering 1977 class, that year in which Franklin determined to become more selective, the number of students below 2.0 accepted dropped dramatically from the previous year. The decrease of students above 3.6 may indicate that Franklin has begun to attract the average, though academically adequate, student rather

than the very gifted. Obviously, given the situation in academe and the tight job market in the U.S., this should not be surprising.

The final evidence that Franlin has adopted a more selective admissions policy is demonstrated by the dismissal of eight students at the end of their first year, 1976/1977, for poor scholarship.

Conclusion - Standards and Selectivity

The above data indicate that Franklin College enrolls the average to above average student. The over-all profile indicates an adequate "C" student. It also seems apparent, though the data are meager, that Franklin students exemplify the dictum current in study-abroad programs. The good students do better, the poor students do worse, and the average student does about the same. The class of students who entered Franklin in 1976 showed a mean GPA of 2.74. At the end of their first semester this changed to 2.50 and at graduation they achieved a mean of 2.59. The College fully intends to continue its policy of increasing selectivity even with due consideration of the financial risk involved. The evidence presented above, reinforced by some to be presented below, indicates that it is the better students who tend to remain at the College a second semester or a second year.

Enrollment Profiles

The figures presented in Table 7 give the enrollment figures for the past three years. It should be noted that the Institute of European Studies (IES) category comprises an heterogeneous group of students. Some included in this category come to Franklin with the intention of remaining either one semester or, at most,

one year. Of the one year students, there is a small proportion who are interested in pursuing the IES diploma, which requires them to follow a standard set of courses. Further, some students who initially enroll in the IES program return a second year to pursue the Associate of Arts degree.

Table 7

STUDENT ENROLLMENT BY CLASSES

	1974-75			1975-76			1976-77		
	1st Sem	2nd Sem	Year	1st Sem	2nd Sem	Year	1st Sem	2nd Sem	Year
Freshmen	75	73	79	60	64	69	66	75	80
Sophomores	42	40	48	43	41	49	37	30	37
IES	18	13	19	4	9	11	12	22	27
CMC	12	25	37	1	14	15	4	10	14
	147	150	183	108	128	144	119	137	158

	1977-78		
	1st Sem	2nd Sem	Year
Freshmen	85	67	78
Sophomores	43	61*	68
IES	9	9	14
CMC	-	10	10
Part-time	4	2	5
	141	149	175

* During the 2nd Sem 15 Freshmen transferred into this category.

It is evident from these figures that after an initial drop in enrollments in the fall of 1975, the numbers have increased steadily at about the same rate over the past two years. In the fall of 1977 a greater percentage of students returned for a second year than in past terms. This seems to indicate that the attrition rate over the two year period may be lessening.

Geographical Distribution

The student body at Franklin College, although predominantly from the United States, is truly international. In Table 8 can be seen the proportions of students from the U.S. and from other countries.

Table 8

TOTALS AND PERCENTAGES OF GEOGRAPHIC DISTRIBUTION

	1974-75		1975-76		1976-77		1977-78	
	No.	%	No.	%	No.	%	No.	%
Students from Foreign Countries	36	20	40	38	50	31	58	33
Students from the United States	147	80	105	62	113	69	117	67
Total	183	100%	145	100%	163	100%	175	100%

A small number of students from foreign countries are U.S. citizens, but the trend is obvious. Franklin is attracting more non-United States citizens. Table 9 gives a detailed picture of their countries of origin.

Table 9

GEOGRAPHICAL ORIGINS OF STUDENTS FROM OUTSIDE THE U.S.

Foreign Countries	1974-75	1975-76	1976-77	1977-78
Argentina	-	-	-	-
Austria	1	-	-	-
Bahamas	-	-	-	1
Bangladesh	-	1	-	-
Belgium	1	-	1	2
Bermuda	1	1	1	-
Brazil	1	2	1	1
Canada	-	-	1	3
Columbia	1	1	1	-
Czechoslovakia	1	-	-	-
Dominican Republic	-	-	-	1
Ecuador	-	-	-	-
England	2	4	6	4
Ethiopia	-	-	-	-
France	-	1	3	2
Germany	1	4	6	5
Greece	-	-	1	2
Holland	1	-	-	-
Hong Kong	1	-	-	-
Hungary	1	-	-	-
India	-	-	-	-
Iran	6	2	4	5
Italy	4	3	1	3
Jamaica	1	-	-	-
Libya	1	1	3	3
Madagascar	-	-	-	-
Malaysia	-	1	1	-
Mexico	-	1	1	-
Netherlands	-	-	1	1
Nigeria	1	1	3	2
Pakistan	-	-	-	-
Philippines	-	-	-	1
Peru	-	-	1	1
Qatar	1	1	1	-
Saudia Arabia	2	4	1	1
Somalia	-	-	-	1
Spain	3	1	1	-
Switzerland	5	6	6	18
Syria	-	-	1	-
Turkey	1	2	1	1
Venezuela	-	1	1	-
Virgin Islands	-	1	-	-
Yugoslavia	-	1	2	-
Total	36	40	50	58

These students come to the College mainly as a transition into senior colleges in the U.S. Most of them do successfully transfer into colleges of their choice as will be indicated in Chapter VII of this report. The presence of these students contributes in a major way to the international consciousness which Franklin College aims to instil in its students. The College, however, fully intends to retain its American character. This, in fact, is what appears to attract most non-American students. In the near future, the question of ideal population proportions must be addressed.

Finally, in terms of geographical origins in the U.S., the College draws from widely disparate areas. As shown in Table 10, however, the majority of U.S. based students come predominantly from east and west coast schools.

Table 10

GEOGRAPHICAL ORIGINS OF STUDENTS FROM THE U.S.

United States	1974-75	1975-76	1976-77	1977-78
Alabama	-	-	-	-
Alaska	-	-	-	-
Arizona	2	4	-	-
Arkansas	-	-	-	-
California	25	16	23	30
Colorado	6	5	1	4
Connecticut	21	11	5	5
Delaware	-	-	-	-
Florida	8	1	6	10
Georgia	-	-	-	-
Hawaii	3	2	1	1
Idaho	-	-	-	1
Illinois	7	6	4	4
Indiana	2	1	1	-
Iowa	2	-	-	-
Kansas	2	-	-	-
Kentucky	1	1	-	-
Louisiana	1	1	2	1
Maine	-	1	-	-
Maryland	1	-	-	-
Massachusetts	4	4	8	9
Michigan	2	-	2	-
Minnesota	3	4	3	2
Mississippi	-	-	-	-
Missouri	-	1	-	-
Montana	-	-	-	-
Nebraska	-	-	-	-
Nevada	3	-	-	-
New Hampshire	-	1	-	1
New Jersey	3	3	4	3
New Mexico	1	2	-	1
New York	21	20	13	15
North Carolina	1	-	-	1
North Dakota	-	-	1	-
Ohio	5	4	3	3
Oklahoma	-	-	2	-
Oregon	1	-	-	-
Pennsylvania	13	5	3	7
Rhode Island	-	-	1	2
South Carolina	1	-	1	-
South Dakota	-	-	1	-
Tennessee	2	-	-	1
Texas	3	5	8	5
Utah	-	2	4	2
Vermont	2	2	3	3
Virginia	2	1	3	1
Washtington	1	-	7	3
West Virginia	-	-	-	-
Wisconsin	-	-	1	1
Wyoming	-	-	1	-
District of Columbia	2	2	-	-
Puerto Rico	-	-	1	1
Total	147	105	113	117

GRADING

The question may next be asked, How well do Franklin College students achieve according to the grading norms of the College itself? These figures are presented in Table 11.

Table 11

OVERALL GRADE PERCENTAGES FOR ACADEMIC YEAR

	1975-76	1976-77	1977-78 (1st Sem)
A	15%	15%	17%
B	36%	39%	36%
C	32%	31%	28%
D	7%	9%	6%
F	4%	2%	4%
W	2%	3%	5%
I	3%	2%	2%

It seems clear that the grading percentages remained relatively stable over the three year period. Compared with a normal distribution of students, Franklin grades indicate a higher proportion of "A" and "B" grades than would be predicted. This may merely reflect a tendency in many American colleges toward grade inflation. On the other hand, teachers at Franklin may be less strict in their grading practices. Certainly differences appear in assigned grade proportions among the different areas of the College as Table 12 shows.

Table 12

GRADE PERCENTAGES PER DEPARTMENT

		A		B		C		D		F		W		I	
SOCIAL SCIENCE															
1975-76	(249)	(23)	9.3%	(83)	33.3%	(87)	34.9%	(27)	10.8%	(8)	3.2%	(10)	4.0%	(10)	4.0%
1976-77	(293)	(32)	10.9%	(106)	36.2%	(86)	29.4	(37)	12.6%	(9)	3.1%	(13)	4.4%	(10)	3.4%
1977-78 (1st Sem)	(99)	(14)	14.1%	(31)	31.3%	(29)	29.3	(11)	11.1%	(4)	4.0%	(6)	6.0%	(4)	4.0%
CIVILIZATION															
1975-76	(225)	(40)	17.8%	(103)	45.8%	(63)	28.0%	(15)	6.7%	(2)	0.9%	(0)	-	(2)	0.9%
1976-77	(209)	(23)	11.0%	(87)	41.6%	(75)	35.9%	(11)	5.3%	(3)	1.4%	(5)	2.4%	(5)	2.4%
1977-78 (1st Sem)	(143)	(26)	18.2%	(52)	36.4%	(40)	28.0%	(7)	4.9%	(7)	4.9%	(3)	2.1%	(5)	3.5%
LANGUAGES															
1975-76	(272)	(75)	27.6%	(94)	34.6%	(61)	22.4%	(14)	5.1%	(10)	3.7%	(6)	2.2%	(11)	4.4%
1976-77	(329)	(76)	23.1%	(143)	43.5%	(69)	21.0%	(23)	7.0%	(7)	2.1%	(9)	2.7%	(2)	0.6%
1977-78 (1st Sem)	(164)	(43)	26.2	(66)	40.2%	(33)	20.1%	(7)	4.3%	(4)	2.4%	(8)	4.9%	(3)	1.8%
LITERATURE															
1975-76	(115)	(18)	15.7%	(36)	31.3%	(34)	29.6%	(11)	9.6%	(11)	9.6%	(3)	2.6%	(1)	0.9%
1976-77	(142)	(26)	18.3%	(47)	33.1%	(42)	29.6%	(19)	13.4%	(0)	-	(6)	4.2%	(2)	1.4%
1977-78 (1st Sem)	(114)	(20)	17.5%	(42)	36.8%	(34)	29.8%	(8)	7.0%	(5)	4.4%	(4)	3.5%	(1)	0.9%
ART (History)															
1975-76	(208)	(13)	6.3%	(74)	35.6%	(98)	47.1%	(12)	5.8%	(3)	1.4%	(0)	-	(8)	3.8%
1976-77	(219)	(13)	5.9%	(78)	35.6%	(99)	45.2%	(20)	9.1%	(6)	2.7%	(4)	1.8%	(3)	1.4%
1977-78 (Studio)	(107)	(7)	6.5%	(38)	35.5%	(42)	39.3%	(6)	5.6%	(4)	3.7%	(8)	7.5%	(2)	1.9%
1975-76	(101)	(11)	10.9%	(33)	32.2%	(36)	35.6%	(3)	3.0%	(9)	8.9%	(6)	5.9%	(3)	3.0%
1976-77	(93)	(20)	21.5%	(34)	36.6%	(26)	28.0%	(5)	5.4%	(4)	4.3%	(3)	3.2%	(1)	1.0%
1977-78 (1st Sem)	(48)	(6)	12.5%	(13)	27.1%	(14)	29.2%	(1)	2.1%	(2)	4.2%	(2)	4.2%	(0)	-
UNCLASSIFIED															
1977-78 (1st Sem)	(32)	(5)	15.6%	(13)	40.6%	(7)	21.9%	(2)	6.3%	(1)	3.1%	(4)	12.5%	(0)	-

Given the mean grade point averages with which students generally begin at Franklin, the higher proportion of "A" and "B" grades may indicate some imbalances, especially in certain departments. This is a matter under consideration by the Standards Committee of the College and will be a matter of concern in the next academic year.

DEGREES AND DIPLOMAS

The final consideration of this section considers data relative to the completion of the course at Franklin. The number of students who will receive the Associate of Arts degree promises to jump dramatically at the conclusion of this academic year. As was stated above, the fall of 1977 found more students returning for a second year than at any time in the past. As can be seen from Table 13, forty-five students are eligible to receive the A.A. degree in June, 1978. All of these will have fulfilled their degree requirements. Only a cumulative academic average of below 2.0 at the conclusion of this semester could prevent their graduating. Of these 45 students, five are on academic probation, but barring anything unforeseen, at least three will earn a graduating cumulative GPA of above 2.0.

Table 13

A.A. DEGREE CHART

	1974-75	1975-76	1976-77	1977-78
Total Sophomore Class at end of Academic Year	48	49	37	64
Total A.A. Degrees Granted	32	37	25*	45§
Did not receive Degree for failure to reach GPA of 2.0	-	1	4	
Did not fulfill other Degree requirements (area requirements or lack of total credits)	16	11	10	

* Two IES students received A.A. Degree

§ Degree candidates

There has been a decline of students enrolled for only one year and especially in those planning for the IES diploma. Students seem to prefer a more varied package of courses, or those more in line with the requirements of their own college if they are doing a year or semester abroad. These data are presented in Table 14.

Table 14

CHART OF I.E.S. DIPLOMAS GRANTED

	1974-75	1975-76	1976-77	1977-78
Total students enrolled on a year basis	10	3	8	4
Total Diplomas received	13*	2	9§	

* Includes 6 students not enrolled in this program

§ Includes 2 students not enrolled in this program

Conclusion

Franklin College clearly lives up to its ideal of having an international student body. The greater proportion of these students are U.S. citizens, but there is a growing trend for foreign born students to matriculate at Franklin. Though there is a range of initial GPA scores, the academic achievement of the students who come to Franklin tend to cluster in the "B" and "C" range. Most of these students do well. The final mean grade point average for the one two-year class studied seems to indicate the students achieve a standard consistent with their entering averages. The higher proportion of "A" and "B" grades in certain departments seem to be neutralized by the lower grades in other departments, so that the initial and final mean grade point averages show little appreciable difference.

COUNSELLING

Since the 1975 self-evaluation report, Franklin College has initiated a faculty advisor system. It has been tested and amended over the past two years. Each student is assigned a faculty advisor. During established counselling periods before class registration, each student is to confer with his or her advisor. The faculty advisor assists the student in selecting courses for that semester, attempts to insure that the student meets the area requirements of the College, achieves a balanced set of courses, and coordinates the courses chosen with the academic travel destination intended. At that time, the advisor gives the student class registration cards, a class schedule card which will eventually be returned to the advisor for the Registrar, and academic travel registration forms. When a student wishes to withdraw from a course, the withdrawal card must first be signed by the advisor. This aims to insure that students make better decisions in such matters. At the mid-semester, each advisor receives the names of his or her advisees whose grade point at mid-semester fell below 2.0, and is in danger of going on academic probation at the end of the semester. Each advisor is then urged to meet with the individual advisee to assist the student in rectifying the situation.

The faculty advisors relieve the Dean of the College from many hours of counselling. However, given the different backgrounds, nationalities, and educational systems from which Franklin students come, there is still much that falls to the Dean. Most of the planning with students for their transfer into senior colleges is adequately handled by the College Counsellor.

Though there is no officially appointed psychological counsellor, the Dean with the assistance of the faculty and other

administrative officers manages to fulfill this role. At some time in the future, a Dean of Students could more adequately serve in this capacity.

HOUSING

The students at Franklin College live either in apartments in the Lugano area, or with families. These latter are a select few, however, due to the nature of the area and the initial language barrier. The College assists students in finding apartments when they arrive in the fall or in January.

The problems with housing remain essentially those described in the 1975 accreditation documents. Some, if not most of these problems, are perennial. The students coming to Franklin have a great deal of freedom. For many of them the adjustment is difficult. For most this is effected by the end of the first semester. For others, who may not be ready for so much independence, the adjustment takes longer, and may not occur at all. These students leave the College.

Social values of the Swiss community differ in some ways from those of many students, and very much from those of secondary school or college dormitory life. This problem is magnified when students tend to cluster in the same apartment building. The building then takes on the character of an American college residence hall, and the inevitable difficulties with other tenants and landlords result. Most of these are solved equitably, while others take more time and the only solution may be for students to find another apartment.

The above difficulty is compounded by the absence of any comparable Swiss college or university in the Ticino. The students

who attend the "Liceo", the local high school, live at home and go elsewhere to pursue university. Consequently, the neighbors of Franklin College students have no experience of university age young people living alone or in small groups.

The College Residence

The 1975 accreditation team report strongly supported the recommendation that Franklin College provide for "a structured residential situation." The report argued that it was not realistic to assume that most U.S. students can cope with the multitude of concerns inherent in independent residence successfully and still profit from the educational opportunities of Franklin College.

Consonant with the recommendation, Franklin College in the Fall of 1976 opened a completely modernized Apartment Residence building adjacent to the campus, offering a variety of accommodations, from single rooms to duplex apartments, for over 40 students. It also offered a downstair's cafeteria, as well as an attractive pizzeria/restaurant.

Students' response to the Residence has been, on the whole, positive. Especially entering freshmen and IES students took advantage of the Residence, at least for the duration of the first semester. Happily, Franklin College was able to negotiate a contract which allowed maximum flexibility. As a consequence, the College did not need to require any students to "live in", nor to oblige people to make a firm commitment for the rental of a space in the Residence beyond a semester.

On the other hand, rental prices have been relatively high and Franklin College has, over the past year, attempted to re-negotiate individual rental prices moving in the direction of a global annual rental contract for the entire building. These negotiations

are ongoing, but made somewhat difficult because of the considerable fluctuation in the rate of occupation during the second semester of the current academic year. While the Residence was essentially fully occupied during the 1976/77 academic year, present occupation amounts to only 15 students. The College thus needs to assess very carefully whether it would like to enter into a comprehensive annual contract for the entire building, or seek to continue the present flexible arrangement, even at the cost of somewhat excessive rental fees.

The experience of the Apartment Residence, in general, has shown that there is a real demand for such a structured residence environment. Present thinking foresees including the continuation of a College-sponsored Apartment Residence and steps are being considered to increase the retention rate of students living in the Residence during the second semester. The appointment of a Residence Director could prove decisive in this. In fact, past attempts to provide students with as much freedom as possible, devoid of excessive supervision, has probably made life at the Apartment Residence unnecessarily difficult for a number of students. Moreover, we are aware of the necessity to provide students in the Apartment Residence with a particularly attractive living environment, complete with special programs and events which only a resident staff member could effectively provide.

STUDENT PARTICIPATION IN GOVERNANCE

Although it has been difficult, if not impossible, to form a Franklin College student organization, the students continue to play an increasingly active role in the decision-making processes of the College. Two students are elected by the other students to

act as observers on the Curriculum Committee, and during the meetings of the full faculty. Faculty and students elect two students to serve on the Student-Faculty committee, a description of which will be found later in this report. Within the past year students have provided valuable input into the considerations of the ad hoc Committee on Academic Travel, and the ad hoc Committees which prepared this report.

EXTRA-CURRICULAR ACTIVITIES

Students at Franklin have the opportunity to participate regularly in almost every kind of organized sport. They are encouraged to do so by faculty and administration, and frequently members of the faculty join them. Soccer, basketball, and ice hockey are played on nearby fields or gymnasium. Approximately 15-25 students regularly participate in each of these sports, and frequently have the chance of competing with local teams. The Woman's Ice Hockey Team in 1977 lost every game played, but were featured in a local newspaper.

The geographical location of Franklin makes it ideal for skiing, hiking, and horse-back riding. Jazz-dance, gymnastics, and Judo are available at local gymnasia.

There are three student publications at Franklin: the literary magazine, the newspaper, and the yearbook. The literary magazine has evolved through several stages. It began in 1972 with "Composition No. 1", a full-size hard-bound book of poetry and photographs by students. This format was too expensive for the College to continue funding, and so in 1973 "Miscellany" was born, a mimeographed, hand-stapled booklet of writing and line drawings. In the fall of 1976 a group of students expressed a desire for a more professional format. By selling food in the campus grotto

they raised the money to pay for photo-offset printing of a thirty-two page booklet, and in the spring of 1977 the first issue of Al Di Là appeared. In the 1977/78 academic year, one issue was published in January, and the other will appear in May.

The newspaper at Franklin has been sporadically produced for the past few years. The Franklin News was officially introduced in 1977. Seventy copies appeared in mimeograph form and were distributed to faculty and students. Interest was high enough to justify a second issue, this time produced by offset methods and again distributed free to students and faculty. In the second semester of the 1977/78 academic year, the Franklin Spy succeeded the News. It was in mimeograph form and contained space for hard news and interviews, as well as longer selections.

The yearbook has encountered more difficulty at Franklin than the literary magazine or newspaper because of the high costs of hardcover printing and the absence of any ongoing structure for funding and organizing the project. A book appeared in 1974 funded by parents and other contributors, including the College itself. In 1976 a book was again produced, financed by various donations added to one fairly substantial sum from a student's family. This book was sold through the College bookstore. However, despite two attempts in the fall of 1977, the students were unable to get the project off the ground.

Within the past few years, the College has hosted regular on-campus social events, and excursions. For the past three years, during September orientation week, a barbecue was held. Students assisted in the service and public relations. This first party of the year provided an opportunity to meet the new students, and gave them a chance to meet returning students and faculty. During that same week a boat ride was organized on Lake Lugano. As the boat

circled the lake, students were able to orient themselves to the surrounding towns and villages.

It has become a Franklin College tradition to go twice each year to the Verzasca Valley. Picnics and hikes are organized to give students a chance to explore the heart of alpine mountains and valleys so typical of Switzerland.

At the beginning of the Christmas vacation, since 1975, a ski group has travelled to Obergurgl-Tyrol in Austria. The trip was conceived and organized by Mr. and Mrs. Tone, and Mr. and Mrs. Villaret and initially titled, "Ski Fit Week in Austria". The trip's success is evidenced by its repetition in 1976 and 19-77 with a full complement of nearly 50 students each year.

Other ski trips have also been offered, usually during the semester break at the end of January. In 1976 one group skied in Zermatt and the other in St. Moritz. In 1977 and 1978 a trip went to Andermatt. Perhaps the most strenuous excursion, combining downhill with cross-country is the Haute Route, offered during spring vacation. It begins at Saas Fee in Switzerland and ends in Chamonix, France, at the foot of Mt. Blanc. The President of the College has led these trips. It should be noted that with all the above skiing, no serious injury has ever occurred.

In addition to the above longer excursions and traditional parties, social events are organized on campus during the school year by various faculty and student groups. These include Glühwein parties in the Grotto, "keg" parties, and small dances. Frequently students go in groups, often with visiting speakers or students from other schools and countries, to local restaurants.

This section will close with a mention of one of the more important social occasions at Franklin. Throughout the academic

year, faculty and administrators frequently invite students to their homes for dinner or picnics. These informal meetings add immeasurably to the friendly and open interchange between students and faculty so often noted by visitors to the College.

CHAPTER III

FACULTY AND TEACHING

INTRODUCTION

The composition of the faculty at Franklin College has changed little since 1975. As a group, the faculty remains a stable entity, many with families, participating in the life of the Ticino community. The majority of them live in areas surrounding Lugano, though a few live within the communal limits. Faculty members give their time freely, and take an active part in most College activities over and above classroom teaching. In many ways they are unique. A literature teacher may teach a course in Civilization, or vice-versa. A trained instructor in social science may teach a history course. The cooperation of the faculty in team-teaching the Western Civilization brings together historians, literature teachers, art and art history, and social science. The part-time faculty generally have been with the College as long as the full-time people. They are equally generous with their time and availability to the College and its students.

In the team report of 1975, attention was called to the absence of a Faculty Handbook (14). This has now been remedied. Over the past three years, and especially within the past academic year, an ad hoc Committee for Faculty By-Laws/Handbook has devoted innumerable hours to the composition of such a document. For the first time in its history, Franklin College now has a set of written operational and governance procedures. The By-Laws/Handbook was adopted by the faculty for a trial period of three years, after which it will be re-evaluated and revised. The 1975 accreditation

team report also called for a Student Handbook and a Parents Handbook. Both of these projects remain as yet in the realm of intention.

Table 15 gives the number of full and part-time faculty at the College for the past four years.

Table 15

FULL AND PART-TIME FACULTY

	1974-75	1975-76	1976-77	1977-78
Total Faculty	21	18	18	19
Full-Time	11	8	8	9
Part-Time	10	10	10	10

Faculty Profiles

Nearly all of the faculty, both full and part-time, hold the Master's degree, a Doctorate, or the equivalent. The educational background of the faculty can be found in Table 16.

Table 16

ACADEMIC DEGREES - 1977-78 FACULTY

	Special Diplomas Below B.A.	M.A. or Equivalent	Ph.D.
All Faculty	1	11	7
Full-time	-	4	5
Part-time	1	7	2

What this table fails to communicate is the quality of the colleges and universities from which the faculty hold degrees. Among colleges and universities in the U.S., the following are represented: Columbia, University of Chicago, Case Western Reserve,

Princeton, Bryn Mawr, Harvard, Farleigh-Dickinson, Rutgers, University of California at Berkeley. Many European universities are also included in the educational background of the Franklin faculty. Among these are the Universities of Florence, Paris, Geneva, Leeds, Dijon, Sorbonne, and Southampton. This variety of educational institutions and methods adds greatly to the international experience of students at Franklin.

By and large the faculty members are young in age, as can be seen from Table 17. This may account at least in part for the numerous activities in which faculty members engage.

Table 17

FACULTY AGE

1977-78	Total Number	Average Age
Administrators	3	39.6
Full-time faculty	9	46.8
Part-time faculty including Administrators who teach part-time	10	42.6

Franklin's claim to having an international faculty is borne out by an inspection of Table 18. They come from the U.S. and many countries in Europe.

Table 18

COMPOSITION OF FACULTY BY NATIONALITY 1977-78

Egypt	1
France	1
Germany	1
Great Britain	4
Italy	1
U.S.A.	9
Switzerland	2
Total	19

With such a variety of countries and educational backgrounds represented at Franklin, the students are exposed to different philosophies of education, methods of teaching and grading, and kinds of assignments. Though the basic structure of Franklin is that of an American College, each teacher is allowed maximum academic freedom within this context to develop his or her own approach.

Relevant certainly to an international faculty are the nationalities of their spouses. More frequently than not, the spouses of faculty members take as active a role in the co-curricular and extra-curricular events of the College as do their teaching wife or husband. With frequent visits to faculty homes, students come into close relationships with faculty families as well. Among other nations represented by spouses are Scotland, Norway, Hungary, and Austria.

Finally, as stated in the introduction to this chapter, the stability of the faculty at Franklin has and remains exceptional for an American institution of higher learning abroad. Most of these show rapid turn-over, with most faculty remaining only one or two years. Table 19 gives evidence for the small changes among faculty since 1974.

Table 19

FACULTY TURNOVER

	1974-75	1975-76	1976-77	1977-78
Total Faculty	21	18	18	19
Returning Faculty	20	17	16	16
New Faculty	1	1	2	3
Not Returning Faculty from Previous year	6	4	5	2
Visiting Professors	2	-	-	-
Not Re-Appointed	3	1	1*	-
Resigned	1	4	1	-
Leave of Absence	-	-	-	-

*Dean Holmes transferred to U.S.

Academic Responsibilities

The primary academic responsibility of the Franklin College faculty is to teach, and to teach well. Little pressure is apparent to write, publish, or do research, although some do. A full-time faculty member is expected to teach seven courses a year, with three in one semester and four in the other. In addition, each full-time faculty member leads academic travel each semester, or offers an on-campus seminar during that time. Many full and part-time faculty also organize and lead co-curricular travel as an integral part of their courses.

Part-time teachers are hired and retained depending upon the demands for a particular course. These demands are generally defined

within two contexts. The first concerns the number of students interested in such a course, while the second must take note of the financial condition of the College at that time. In any event, courses in the College are neither dropped nor added without serious consideration of the aims and objectives of the College, and the needs of the over-all curriculum.

As part of their regular duties, some College administrators also teach. The Administrative Vice-President and the Dean of the College teach one course each semester and lead academic or vacation travel. The President teaches one course in the second semester, and leads vacation travel.

In Table 20 can be found a description of the mean teaching loads of the faculty per semester. It should be noted that the average number of courses for each of the past three years is above the norm as stipulated above. This was due to an overload for one or two teachers. The situation has been equalized and the average course loads for 1978/79 will reflect the norms of the College.

Table 20

AVERAGE TEACHING LOADS PER YEAR

	1974-75	1975-76	1976-77	1977-78
Average Number of Sem. Courses for Full-time Faculty Members	(76) 6.9	(69) 8.6	(67) 8.4	(72) 8.0
Average Number of Sem. Courses for Part-time Faculty Members	(22) 2.2	(20) 2.0	(23) 2.3	(18) 1.8

As in any other college, in addition to academic duties, each full-time teacher is expected to serve on the committees of the College, attend faculty meetings, participate in orientation week and

registration for students, and to post regular weekly office hours. The Franklin faculty, including part-timers for whom the above are not required, carry out these responsibilities admirably. Some faculty members probably are too assiduous in committee work.

A large part of faculty members' time while on campus and not in the classroom is spent advising students. In the previous chapter the advisor system at Franklin was described. Each faculty member and teaching administrator is assigned a mean of ten students a semester as advisees. Part-time faculty are not required to have advisees but those who chrose to do so have a mean of four students each.

The smaller class size at Franklin is often commented upon favorably by students, especially those who attend for only a semester or a year. Smaller classes allow for maximum student participation in the classroom. The normal maximum size of a class is 25, and very few are more than this. By far the majority of classes are considerably smaller. The minimum number enrolled in a course for the second semester, 1977/78, is six students. One advanced seminar, however, has only four. Students per class in the same semester average 13.7. The Western Civilization course has many more for the lecture since it is a required course. When the discussion groups meet, however, they average 17 students each. Italian I, English Composition, and Drawing and Etching also have far above the normal number in enrollments, but each of these courses is sectioned to keep the number of students in each section in close approximation to the mean number of students per class in the College. This small number of students per class allows an ideal faculty student-ratio. This can be confirmed by an inspection of Table 21.

Table 21

STUDENT-FACULTY RATIO

	1974-75	1975-76	1976-77	1977-78
Ratio of students to total faculty	1/7	1/8	1/9	1/9
Ratio of students to full-time faculty and full-time administrators	1/11	1/14	1/14	1/15

Evaluation of Teaching

Franklin College faces the same dilemma as any other college in the evaluation of its teachers. It is difficult to evaluate good teaching when there are differences of opinion as to what constitutes good teaching either by content or by product. In the past three years, Franklin College has seriously addressed this problem and made attempts to provide an evaluation measure. Two different evaluation instruments have been employed, and the one presently in use remains unsatisfactory.

Students have been asked to fill out Faculty-Course evaluation forms at the end of each semester for all their courses. They appear on the whole to take this responsibility seriously, but the large number of ratings "in the middle" call the method into question. However, evaluation problems are not unique to Franklin as an educational institution. The Standards Committee continues to search for better and more accurate means of evaluating teacher performance.

CONCLUSION

Franklin College is a small, liberal arts junior college with an international and relatively young faculty. These faculty members

are academically well-qualified. They carry moderate teaching loads, with relatively small class size which maximizes student/faculty contact both within and outside the classroom.

The faculty will of necessity be increased as the student body continues to grow and when it is financially possible to fill those obvious curricular needs at present not being met. Any new and prospective faculty member will continue to be selected first on the basis of academic qualifications, and secondly with the prospect of enhancing the international character of the College, and according to his or her adaptability to the specific aims and objectives of the College, and its own unique ambience.

CHAPTER IV

LIBRARY DEVELOPMENT

INTRODUCTION

Between 1975 and 1978 the Franklin Library has continued to grow in accordance with the purposes set down in the 1975 Accreditation Report. Books have been purchased to support the College curriculum and the academic travel program. Purchases for a general collection for the College and local community were perforce kept to a minimum. These priorities represent long-standing College policies which will undoubtedly be continued in the future due to the limited size of the College and its library budget.

Resources

Over the last three years, the Library has added 2,300 books. The additions were mainly in the fields of Social Sciences (551 volumes), Literature (794) and History (489). Other areas with significant increases were Reference & General Works (413) and Languages (216). The Art section added 137 volumes - an expensive, if numerically limited, increase. Lastly, as predicted in the 1975 report, the sections on Philosophy (29), Religion (47), Science (55) and Technology (28) showed only slight increases due to their low priority in the College's curriculum. Table 22 presents actual holdings over the three year span.

The number of volumes added in the last three years did not keep pace with the rapid expansion rate achieved previously, although the Library expended the same amount of money. An average of 800 volumes a year were added, versus the previous 1500. The major reason for this was greater selectivity in purchases. The

addition of the New Encyclopaedia Britannica, the Encyclopaedia Americana, an Encyclopaedia of Art and other multi-volume Reference works, while greatly strengthening the Reference section, obviously consumed a sizeable portion of the budget. The increasing price of books in both the United States and Europe also had a limiting effect on the number of volumes purchased. Lastly, the Library did not receive the same number of whole or part libraries as it had acquired in the past through purchase or donation. These factors lessened the numerical growth of the Library but tended to increase its growth in quality. Increasingly, purchases are now being guided by Choice recommendations and reviews in other periodicals such as Art Bulletin, Current History, Foreign Affairs, etc. The recent acquisition of the American Library Association's Books for Junior College Libraries and Books for College Libraries will reinforce this trend.

Approximately half of the volumes acquired during the 1975/78 period were published within the last five years, a sizeable proportion considering that the Library still is filling many gaps with standard and classic works. As before, the major emphasis has been on books which consider European and international studies, works which are usually of use both to support the curriculum and the academic travel papers assigned to students.

In the last three years, processing of new U.S. books has been effected more quickly due to the Library of Congress Cataloging in Publication program and because catalog cards can in many cases be purchased with the books. Indeed, it is now possible to catalog many books the day they are delivered. This has resulted in a reduction of the unclassified books in the library, as shown in Table 22. Several hundred duplicate, old, or worn-out books have been disposed of. It has still been necessary, however, to add

a new level of shelves to the stacks. Next year an additional row of stacks will be necessary.

Circulation Statistics

During the years 1975/78, 14,200 books were withdrawn from the Library. This amounts to a mean of 4,730 books a year, or 40% of the total holdings. As Table 22 indicates, most withdrawals were in fields in which the College specializes, i.e. Social Sciences, Art and History/Travel.

Interlibrary Loans

Interlibrary loan requests are infrequent at Franklin because of the time the Swiss library system takes to provide the books - generally two weeks to receive either the books or notification that they are not available. It is an unusual student who plans far enough ahead to use the service and take the chance of a change of topic if the required books are not available. When requests have been made in time, however, about 75% of the hoped-for books have been obtained.

Periodicals

The Library now receives a total of 86 periodicals, newspapers, and indexes, compared with 82 received three years ago. This growth has been achieved despite the termination of 7 periodicals and 2 newspapers which no longer served the College's needs. The periodical selection has a strong current affairs/international studies composition. To complement Readers' Guide, a second index, Social Sciences Index, has been obtained. The current ratio of general interest/news magazines to scholarly journals seems adequate considering the reading habits of our present junior college level

students. More scholarly journals may be added in the future as the quality of the student body continues to improve.

Student Survey

For this report, a special student survey was conducted concerning use and development of the Library. Forty replies were received. Thirty students (75% of the respondents) indicated they used the library daily, both as a study hall and to research papers.

When asked which subjects they most often researched, the majority predictably indicated political science, art, and history. However, literature, economics, philosophy, and psychology, in that order, were also reported in use by a number of students.

Students were almost evenly divided over whether or not they found adequate material in the Library to fulfill their course requirements. A slight majority affirmed they usually did. Three quarters of the students said they found the assistance of the library staff good, while the rest reported it adequate.

Invited to name the areas in which the Library should concentrate its development, the students gave most votes to Art (17), Literature (15), Politics (12), Languages (12), Travel (12), History (11), Economics/Business (8). There were less votes for Philosophy (4), Psychology (3), Religion (2), Science (3), and Drama (1).

The major student request surprisingly turned out to be for longer hours of operation. Four students felt that the Library hours were more than sufficient, 22 that they were sufficient, and 15 that they were too short. Students generally wanted one or two more hours on weekday nights (present closing at 10 p.m.) and more hours on Sunday (presently 2-5, and 7-10). The Library will

obviously have to experiment with longer hours although there may be major practical difficulties involved.

Table 22

BOOK HOLDINGS AND CIRCULATION STATISTICS - JAN. 1975-1978

Classifications	Number of Volumes Jan. 1975	Number of Volumes Jan. 1978	Acquisitions 1975-78	Circulation 1975-78
General Works & Reference	418	831	413	No statistics available
Philosophy & Psychology	380	409	29	620
Religion	385	432	47	450
Social Sciences	1637	2188	551	3413
Languages	477	693	216	362
Science	189	244	55	80
Technology	168	196	28	236
Art	1124	1261	137	3658
Literature	2868	3662	794	1930
History	1724	2213	489	3459
Unclassified	955	519	(-436)*	No statistics available
Totals	10,325	12,658	2323	15,208

* Fall in total unclassified books is result of cataloging process.

CHAPTER V

ORGANIZATION AND ADMINISTRATION

BOARD OF TRUSTEES

Final institutional authority at Franklin College is vested in the Board of Trustees. Since 1975, many new initiatives have been undertaken to enhance the effectiveness of the Board and to bring it more intensively and meaningfully into the day to day affairs and life of the College. Whereas all but one member of the Board of Trustees sitting in 1975 are presently serving 3-year terms, the Board iteself has expanded to thirteen (13) members from the original nine (9). According to the objectives articulated in the 1975 report and supported by Team recommendation, greater representation has been given to Board members residing in Europe. In addition, the Board has committed itself to the policy of having one regular meeting each year at the Franklin campus in Lugano. The first of these meetings was held in April, 1977. It was attended by eight out of the nine members of the Board, as well as six out of the eight members of the European Board of Advisors. This three day meeting devoted itself to intensive meetings with students, faculty and administrators, the goal of which was to provide a framework for the creation of a "Master Plan for Institutional Development". The success of this initial meeting convinced the Board of the importance of regular visits to the College to keep abreast of the mood and spirit which prevails on campus.

In addition to the above initiatives, the Board has now established a regular schedule of meetings throughout the year. The Annual Meeting is normally held during the second week of November, just after the Auditor's Report and financial statements are available

from the closing of the College's fiscal year. It has become a regular practice for the Vice President for Administrative Affairs, the Dean of the College, and the Director of Admissions to be present at this and other meetings during the year. The next regular meeting of the Trustees usually is held during the last week of February or the first week of March. The spring meeting in Switzerland usually takes place during the last week of April or the first week of May. Normally, there is a fourth meeting in New York City sometime in August. The President submits an Agenda for each meeting in addition to his quarterly "Report to the Trustees". Other documentation on the matters to be discussed are distributed in advance of each meeting. The Trustees are systematically informed and kept up to date on all matters relative to the operation of the College.

During the past two years, the Board of Trustees has planned and encouraged more joint meetings with the Alumni Association Executive Council, the U. S. Board of Advisors and the European Board of Advisors. The Chairman of the Alumni Association sits as an ex officio, non-voting member of the Board of Trustees. This active solicitation of advice and support from all elements of the Franklin constituency has greatly increased the effectiveness of the Board of Trustees, its ability to respond meaningfully to the needs of the institution, and its capacity to propose and articulate policy and long range planning for the College's development in the future.

BOARD OF ADVISORS

Since its inception, Franklin College has always had a Board of Advisors which has variously acted as a source of advice, direction and financial support. The original Board of Advisors became

the Board of Trustees in 1974 when the College created an organizational structure which was in conformity with the normal practices of American institutions of higher learning. This was done in response to recommendations made by the Team representing the Delaware Board of Education and in anticipation of the Middle States visit. Since that fundamental change in 1974, the College has continued to rely on a Board of Advisors as a means to include parents and other individuals of stature and influence who could not immediately be included on the Board of Trustees. Aside from the advisory and supportive nature of the Board, therefore, it also becomes an intermediary step, in some cases, to membership on the Board of Trustees. This can be seen in the inclusion of two members of the Board of Advisors on the Board of Trustees during the last year.

In 1975, the Advisory Board was further broken down into two separate groups: the U.S. Board of Advisors and the European Board of Advisors. Although the system has worked well, it creates additional work in preparing separate mailings to both groups. The decision has been made to once again join both groups under the single heading of "Board of Advisors". The members of this Board will be represented in the College Catalog over their titles and addresses, which identifies their individual geographic locations. In addition to their advisory function, members of the Board of Advisors provide an excellent base for regional contacts which are frequently used by the parents of prospective candidates. The Board of Advisors, therefore, represent an additional source of strength and support to the multi-national and geographically far-reaching constituency of Franklin College.

ALUMNI ASSOCIATION EXECUTIVE COUNCIL

Founded in 1970 as the Franklin Student Association Executive

Council, the organization recently voted to change its name to the Franklin College Alumni Association. The functions of the Association have remained identical to those described on page 79 of the 1975 self-evaluation report. There has, however, been a considerable increase in the activity of the Executive Council during recent years. More frequent meetings have been held to support the various activities of the organization itself and of the College in the United States. Particularly important is the increasing role the Council is playing in the fund raising process. The creation of the full-time office in New York has done much to enhance the effectiveness of the Council's efforts. The accessability to secretarial assistance, telephones, a postal meter and other services available at the College's U.S. office makes a big difference. Receipts for the Alumni Annual Giving Fund have doubled during the last two years and are expected to break all records for the current year. As Council members and the ranks of the alumni body get older, growing importance can be seen in the organization and use of the alumni as an effective tool in student recruitment, fund raising and institutional stability. With this in mind, the officers of the Executive Council have been brought into an increasingly important position in Trustee meetings. A resolution passed by the Board of Trustees at its November meeting provides for the selection of one or more Executive Council members as new Trustees. This is meant to give the alumni of Franklin College the place they should have in the decision and policy making structure of the institution.

COLLEGE ADMINISTRATIVE ORGANIZATION

Since the accreditation team visit in 1975, numerous changes have been made in the administrative organization of Franklin College. These changes have been made partially in response to the

recommendations of the accreditation team and partially as a result of trying to more effectively meet the staffing requirements imposed by the needs of the institution itself. The major changes are described below. Those areas which have not changed can be found in the 1975 report.

President

The President's role as chief administrative officer of the College has remained essentially the same. The only substantive change which has taken place is the addition of the Administrative Council with the President presiding over this consultative group. As of the 1978 academic year, the President will relinquish his additional function as Director of Admissions, as it relates to the day to day admissions activities in Europe and the United States. Both of the above alterations were originally cited in the 1975 report as being desirable for the more effective operation of the President's position. During the last three years, the President has taken responsibility for the preparation and publication of the College's academic catalog. Beginning with the 1978-79 academic year, this function will be assumed by the Dean of the College and his appointed staff.

Administrative Council

The Administrative Council includes the Vice President for Administrative Affairs, the Dean of the College, the Director of Admissions and other members of the College community or administrative staff, as the situation may require. The Administrative Council is consultative to the President. During the past year, the Dean of the College has acted as Secretary to the Council. Regular Minutes are kept of each meeting. Council meetings provide an

opportunity for the regular discussion of problems confronting the College on an immediate level and issues which may effect the institution over the longer term.

Vice President for Administrative Affairs

The title of Administrative Dean, referred to on page 123 in the 1975 report, has been changed to Vice President for Administrative Affairs. This is consistent with the By-laws of the Franklin College Corporation. In additon to the duties described in the earlier report, which have not changed, the Vice President is empowered to act in the place of the President in his absence or disability. The title also more adequately describes the importance of this administrative position.

Dean of the College

The 1975 Team report was clear in its recommendation that, "There should be one office which would have clear leadership responsibility for orientation, housing, student life and activities, sports, personal counselling, and the individual student's academic welfare." (12). With this in mind, the College took the opportunity to encorporate the hitherto separate positions of Academic Dean and Dean of Students into the single position of Dean of the College. The organizational chart reflects this fundamental change. After two years of operation under the new system, it is becoming clear that the Dean of the College will need additional administrative assistance in the area usually relegated to the Dean of Students. This will certainly be the case once the College exceeds an enrollment of 150 students. Consideration is already being given to the hiring of a young, professionally trained staff member to assume these responsibilities when enrollment and financial considerations permit.

Director of Student Activities

The Director has responsibility for planning and coordinating extra-curricular, athletic and recreational activities. He reports directly to the Dean of the College. As of the 1978-79 academic year, the Director of Student Activities will have an Assistant, who is also a full-time member of the faculty. It will be their task to provide for cultural, athletic, social, civic, and student activities both on and off campus.

Director of Admissions

Beginning in the fall of 1978, the President will no longer be responsible for admissions and the position of Director of Admissions will be divided into two separate jobs. The Director of U.S. Admissions will be responsible for all operations of the New York Admissions Office including the direction of recruiting activities in North America, the processing and recording of all applications, the admission of students to the College, and the regular dissemination of printed material. The Director of European Admissions will be responsible for the same duties for all activities relating to admissions outside of North America. The Director of European Admissions will continue to act as College Counselor. This is in direct conformity with the recommendation made by the 1975 Team: "... it seems appropriate to secure the services of someone conversant with American college admissions who could relieve the President of his present responsibilities in this area. The College Counselor is an experienced former admissions officer who might well do this. Indeed, the clear relationship between admissions to Franklin and later transfer to a senior United States college suggests that such a combined assignment be given careful consideration." (pg. 10).

Registrar

The position of Registrar was created out of a growing need to centralize this important task under the direction of a single, senior member of the Franklin Staff. The Executive Secretary, having been with the College since the first year of its operation, was the ideal choice for this position.

COLLEGE COMMITTEES

A great deal of work has been accomplished during the current academic year in the final establishment of standing committees at Franklin College. Much of the direct responsibility for this positive and much needed improvement can be attributed to the new Dean of the College, who brought with him to the task a fresh and impartial point of view substantiated by many years of experience in a larger and more complex institution. The committees enumerated in the 1975 report have been, for the most part, significantly restructured and more clearly defined. Some new committees have been added. An enumeration and brief description of these committees follows. The complete description of their functions, membership and operating procedures can be found in the Faculty Handbook under the section, "Faculty By-laws."

Curriculum Committee

The function of this Committee is to make recommendations to the Dean of the College regarding any matters that might grow out of curriculum considerations. The Dean of the College is an ex officio, non-voting member of the Committee which is composed of one member from each of the major academic areas offered at the College and two, non-voting student observers.

Standards Committee

The function of this Committee is to make recommendations to the President regarding the determination and exercise of professional standards in the College. The President of the College is an ex officio, non-voting member of the Committee which is composed of three elected members of the faculty and the Dean of the College who is an ex officio voting member of the Committee except in its function as a review committee. The Committee elects its own Chairman.

Budget and Priorities Committee

The function of this Committee is to make recommendations to the Vice President for Administrative Affairs relative to the financial matters of the College. The Committee participates in the formulation of priorities and develops annual operating budgets which best meet the College's goals and objectives considering the available financial resources. The Committee is composed of two elected members of the faculty and the Vice President for Administrative Affairs who is ex officio Chairman and voting member.

Student-Faculty Committee

The function of this Committee is to make recommendations to the Dean of the College relative to the social life of the students. It is composed of two faculty members and two students. The Dean of the College is ex officio Chairman of this Committee, but he votes only in the case of a tie.

ORGANIZATIONAL CHART

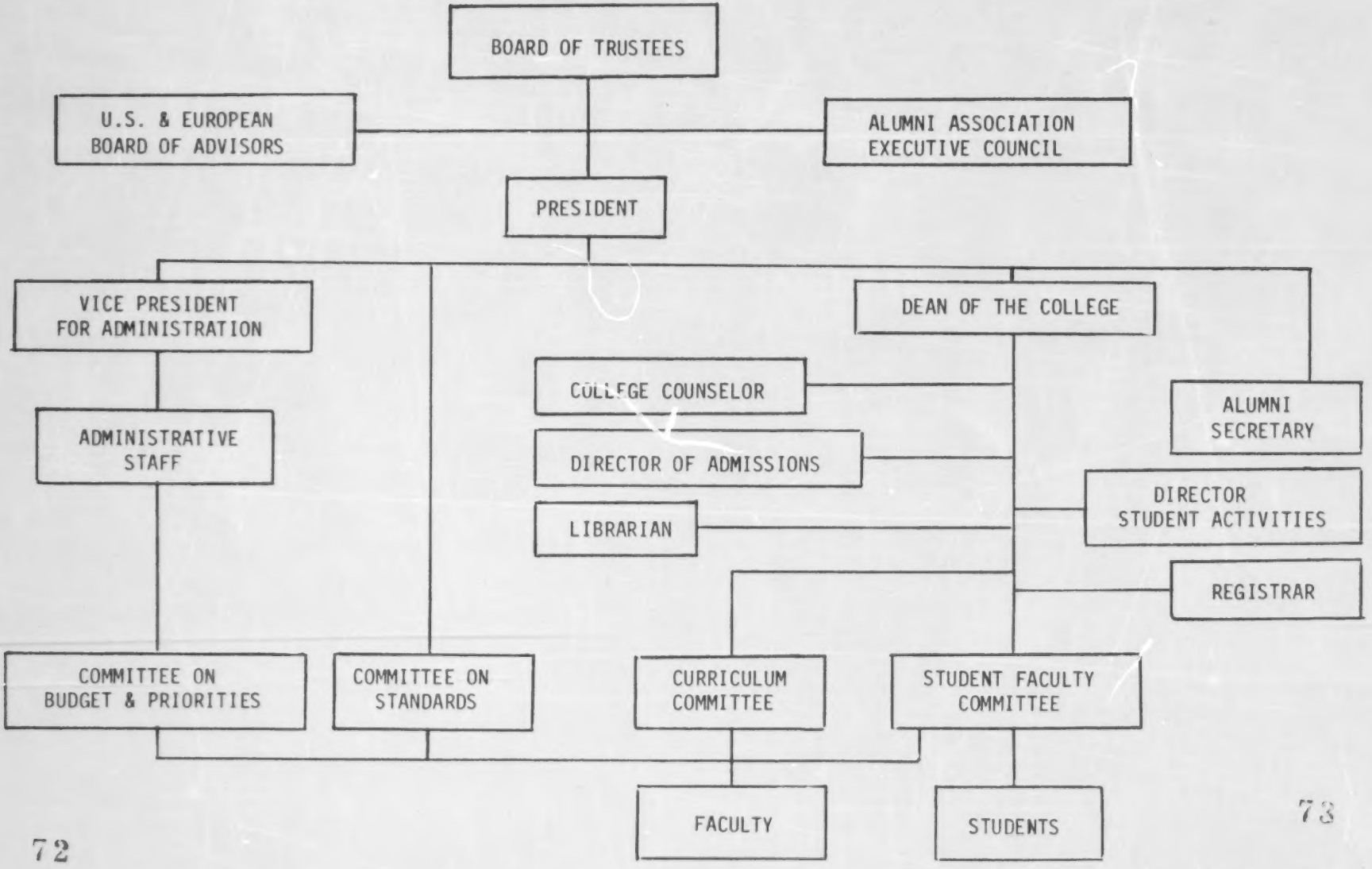
The following table graphically depicts the organization and governance of Franklin College as it presently exists. A comparison

with the chart submitted on page 130 of the 1975 self-evaluation report clearly indicates the extent to which the College has clarified and defined lines of communication and responsibility. Incorporating the positions of Academic Dean and Dean of Students under one title has done much to simplify the administrative operations of the College.

Table 23

FRANKLIN COLLEGE

ORGANIZATION AND GOVERNANCE



CHAPTER VI

FINANCES

INTRODUCTION

This report on the financial operation of Franklin College is intended as a follow-up on the initial self-evaluation report of 1975, the subsequent report by the evaluation team representing the Commission on Higher Education of the Middle States Association, and the 1977 follow-up report submitted by Franklin College to said Commission.

Under separate cover, Franklin College has already made available financial information containing the Swiss Auditor's Report, in translation, for the year ended August 31, 1977, Statement of Changes in Fund Balances 1976-77, Balance Sheet for the year ended August 31, 1977, and various data pertaining to the current year of operation.

The following report thus considers specific circumstances, facts and figures, either because they have substantially changed since the initial 1975 self-evaluation report, because they have come to affect the finances of Franklin College in a more decisive manner than originally estimated, or because they are the direct outcome of recommendations formulated by the Middle States visiting team in 1975.

Annual Tuition Fees and Expenses 1974-1978

It is worth reiterating the axiomatic notion that Franklin College, operating in two different currency areas, was utterly dependent on the vicissitudes of changing exchange rates. Since

its foundation, Franklin College has been profoundly affected by such developments and has had to concentrate, throughout these years, on measures designed to minimize, as much as possible, the negative effects of a continuous, and dramatic, erosion of the U.S. currency. In the original self-evaluation report, the chart on page 135 documented the progress of such a dollar decline, comparing 1970 revenue of U.S. $1,800, equivalent to SFr. 7,740, to a 1975 revenue of $2,963 equivalent to SFr. 8,000. The original chart is updated in Table 24 as follows:

Table 24

EFFECT OF EXCHANGE RATE ON TUITION

	1974-75	1975-76	1976-77	1977-78	1978-79
Exchange $/Sfr.	2.70	2.46	2.415	1.95	1.80
Tuition SFr.	8,000	8,600	8,600	8,600	8,600
Tuition $	2,963	3,496	3,562	4,410	4,777

The gravity of such an apparently unstoppable decline cannot be underlined enough. In the 1977 interim financial report the College was quite satisfied, erroneously one now hastens to add, that the value of the dollar against the Swiss Franc would actually improve and that Franklin would have the benefit of seeing an actual dollar cost reduction for the educational experience. The decline of the dollar, as documented above, has given rise to three specific steps designed to minimize and possibly offset the resultant damage:

1) The recruitment program in Europe was substantially augmented during the past two years, with the result of being able to enroll a growing number of academically qualified non-American students.

2) The above figures document the firm intention not to increase Swiss Franc tuition and fees in order to offset, at least in part, the increase in the dollar cost. This is a difficult policy to follow if only because it hinges, to a large extent, on the willingness of the faculty to forego salary increases if necessary. Happily, the rate of inflation in Switzerland has dropped to the lowest possible level of any developed nation in the world, presently around 1.3% per annum, which represents a welcome assist.

The October 27, 1977 recommendation by the Committee on Budget and Priorities substantially documents such a faculty sensitivity to the inevitable dependence on the vagaries of fluctuating exchange rates.

3) Having made a firm commitment not to increase Swiss Franc tuition and fees, any attendant increase in the operating expenditures of Franklin College must, of necessity, be covered by a commensurate increase in revenue, given also the firm commitment to continue to operate on self-supporting budgets. Increased revenue has been generated through the lease of the campus to the International Graduate School of Behavioral Science. Considerable importance continues to be attached to this and the College is also presently involved in discussions with a group of architectural students from the University of Virginia for possible rental of some College facilities, as a stand-by alternative should the IGS contract not be renewed. For the summer of 1978, the commitment by the Florida Institute of Technology, under whose aegis IGS operates, has already been definitively confirmed.

It may also be worth mentioning that the opening of the Residence has substantially increased our cash flow

position and has resulted in a tangible reduction of interests paid for the credit overdraft facility with the bank.

4) Most importantly, the decision to operate on income from tuition alone and the decision not to increase Swiss Franc tuition, has made the College look again at the recruitment program in the United States. The intermittent coverage of the New York office has, in the past, functioned reasonably well but without providing the kind of consistent exposure and in-depth follow-up recruitment effort which must be considered necessary.

In the Spring of 1977, partly at the prompting of the Board of Trustees, it was decided to open a permanent New York office with the specific task of co-ordinating recruitment and admissions activities in the near future, and general development and fund raising activities in the immediate and longer terms. Admissions statistics now available seem to validate the assessment that a more permanent exposure in the United States would increase the number of applications and their quality.

Team Recommendation for Fund Accounting

The team report in 1975 recommended that Franklin College move to fund accounting principles as defined by the National Association of College and University Business Officers and seek from the appropriate Swiss authorities permission to file all financial reports in that form. Franklin College has been unable to obtain permission from the Swiss authorities to submit financial statements in fund accounting form, if only because fund accounting is entirely unknown here in Switzerland.

As a non-profit Foundation, Franklin College must continue to operate according to Swiss requirements. On the other hand, the fund accounting system has been adopted. In collaboration with some members of our Board of Trustees, the chart of accounts had been re-defined and the cost centers suggested by the Middle States team in 1975 have been adopted. In fact, financial statements, since that time, have been prepared both according to Swiss commercial principles and consonant with NACUBO fund accounting principles. The two different statements serve the express purpose of satisfying various Swiss and U.S. requirements.

Observations Concerning Changes in Fund Balances for the Year Ended August 31, 1977 (see Table 25 attached).

It is worth underlining that since 1975 Franklin College has managed, despite the continued erosion of the dollar, to increase total revenues, both by increasing enrollment and by generating additional sources of revenue from the rental of the campus. Similarly, Franklin College has increased expenditures for instructional costs, principally for salary increments (an average 10%), as well as for the appointment of the Dean. Expenditures for operation and plant maintenance as well as for general institutional expenditures have been decreased through more effective cost controls. Following up a strong team recommendation, library expenditures were also substantially increased, maybe not quite to an optimum level, but certainly tangibly in light of the exchange rate adversity. Finally, it may also be worth pointing to the increased expenditures for the Staff Benefit Program, hopefully reflecting the College's continued efforts to provide Franklin dependents with an up-to-date and viable Staff Benefit Program.

The financial information submitted should document that Franklin

Table 25

STATEMENT OF CHANGES IN FUND BALANCES (IN SWISS FRANCS)
ending August 31st, 1977, with comparisons for the years 1976-77, 1975-76, 1974-75, 1973-74

REVENUES	1976-1977	%	1975-1976	%	1974-1975	%	1973-1974	%
Tuition	1,116,398.19		1,065,629.77		1,174,606.00		1,242,380.80	
Gifts and Grants	160.00		100.00		3,152.85		67,057.35	
Other Income	41,628.89		29,727.47		22,940.00		0.00	
Auxiliary Enterprises	170,050.52		0.00		0.00		0.00	
	1,328,237.60		1,095,457.24		1,200,699.05		1,309,438.15	
EXPENDITURES								
Instructional	436,761.48	(38,60%)	369,164.67	(35,28%)	472,972.18	(41,27%)	512,586.37	(43,51%)
Library	53,559.67	(4,73%)	31,325.30	(2,99%)	38,721.85	(3,37%)	47,492.75	(4,03%)
Student Services	58,996.08	(5,21%)	61,286.72	(5,85%)	64,125.83	(5,59%)	57,163.33	(4,85%)
Operation & Plant Maintenance	126,875.90	(11,21%)	127,024.85	(12,14%)	103,833.15	(9,06%)	182,340.85	(15,48%)
General Administration	171,219.75	(15,13%)	170,524.51	(16,3 %)	177,043.57	(15,45%)	149,654.00	(12,7 %)
Staff Benefits	90,339.20	(7,98%)	75,715.97	(7,23%)	93,877.80	(8,19%)	66,363.75	(5,63%)
General Institutional	193,591.98	(17,11%)	211,116.20	(20,18%)	195,319.39	(17.04%)	162,431.15	(13,79%)
Student Aid	19,200.00		11,800.00		27,850.00		0.00	
Transfer to Plant Funds	26,249.00		28,607.70		385,993.35		199,604.75	
Auxiliary Enterprises	155,967.60		0.00		0.00		0.00	
	1,332,760.16		1,086,565.92		1,559,737.22		1,377,636.95	
NET DECREASE IN FUND BALANCE	4,522.56				359,038.17		68,198.80	
NET INCREASE IN FUND BALANCE			8,891.32					

College has essentially been able to operate for the past two years on self-supporting budgets.

Fund Raising Activity

Fund raising has assumed major importance to Franklin College as a result of the Middle States visit in 1975. More than before, the College is aware of the necessity to raise funds for the eventuality of decisively adverse circumstances which would no longer permit the College to operate from tuition alone. Interim reports by President Tone have recorded the amount of funds raised in each academic year, shown here in Table 26.

Table 26

FUNDS RAISED 1974-78

1974-75	1975-76	1976-77	1977-78
$31,583.00	$33,430.22	$31,126.11	campaign in progress

As of February 22, 1978, the current balance in the New York fund raising account at Citibank is $94,865.19. It is anticipated that the fund raising account will be well in excess of $100,000 by the time the campaign ends in August, 1978.

By the decision of the Board of Trustees, these funds are not to be used for normal operating procedures of Franklin College. Instead, they are intended to constitute the basis of what might be called a reserve fund and which later may become a fledgling endowment fund. At present, almost the entirety of the indicated balance has been placed in various investments, yielding an average of 7½% per annum.

Almost exclusively, funds raised come from alumni, and parents

of presently enrolled students. Plans are established to enlarge the scope of the annual fund raising campaign. Through the offices of the American Embassy in Bern, Switzerland, steps are being considered to raise funds here in Europe, principally for library expansion and equipment acquisition.

Team Recommendation Concerning Activities Fund

The 1975 team report called for the reinstatement of the Special Activities Fund for the benefit of strengthening the College program. This has not been done in light of the dramatic increase in the dollar cost of the Franklin College tuition. Instead, a student fee of SFr. 50 per semester is levied out of which general College activities are funded, ranging from cook-outs and social events, to film shows and guest speakers. Even though the College has desisted from increasing such an activities fee, the activities program has been maintained undiminished. In fact, budgetary increments have been allocated, for instance, in the re-assignment of the cost of co-curricular film screenings to instructional supplies. Similarly, the College has continued to attract distinguished guest speakers, as reported in the Franklin College Student Association Bulletin.

CONCLUSION

The financial information submitted documents the College's ability to continue to operate a viable academic program with the financial means available. The 1975 team report spoke of the fact that the "next two years (were) crucial ones". Today, in the Spring of 1978, Franklin College's financial position has been improved even in the face of profound adversities imposed by the dramatic decline of the dollar. As a result, it is clear that the past two

years have documented Franklin's ability to meet such adversities in the short-term and to prepare responses for long-term corrections.

CHAPTER VII

OUTCOMES

THE ALUMNI ASSOCIATION

This important group of Franklin College alumni, joined by students who attended the TASIS high school postgraduate program prior to the founding of Franklin, constitute one of the strongest forces in the future of the College. The strength of their support and the increasingly large participation of their numbers in the Annual Giving Fund and at alumni reunions indicates the extent to which the academic program and international experience has left its mark. It confirms, in fact, the viability of the Franklin College mission.

Over the past three years, the Alumni Association has become far more structured. The central committee for the Executive Council is more active in New York and has almost completely taken over the mailing of all Annual Giving correspondence. Class representatives have become more involved and are in touch with their class at least once a year. The donations received go into the general Annual Giving Fund, but Franklin continues its policy of allocating these funds to the library for the purchase of more books. This meets with great success in encouraging on-going donations from the alumni. As Carl Hamann (FC '73) wrote, "I owe you a 'thank-you' for your wonderful letter which listed the three volumes acquired for the library with my last donation. I was most surprised that such a meager donation ($20) received a personal response from you. It made me appreciate the small size and personal nature of Franklin which I felt when I was there. I am glad you are able to continue with that spirit." He is closely echoed by Kirk Mitchel (CMC group,

spring 1975) who wrote ". ..how much I appreciated your letter regarding my alumni contribution. The personal copy was a nice touch rather than a form letter, and it is the sort of attention that will keep me, and I assume others, contributing to Franklin College, both with dollars and time." It may also bring in new donations if Sasha Smith (FC '76) is anything to go by, "My year at Franklin was of great value to me and I hope that soon circumstances will allow me to contribute something in return. I will especially enjoy being able to help keep that library growing!"

On an average, alumni are contacted five times a year:

1) From the President's Office
2) From the individual class representative
3) From the Executive Council
4) Two mailings of the Bulletin

On alternate years, another plea is made when the Alumni Directory is mailed.

As an innovation this year, the President sent a personal letter to all donors during the past two years at the beginning of the '77-'78 campaign. This direct approach netted 50% of last year's total in the space of approximately 4 months.

On his regular visits to the United States, the President holds meetings with the Executive Council to keep them up to date on progress at the College and to keep himself informed on their work during his absence. During the summer months when he is based in New York, there is even more cooperation from the central committee and from a solid nucleus of enthusiastic alumni in the City.

During these periods in America, reunions are held in various cities. The annual reunion in New York each November continues to draw a crowd of between 80-100 alumni, and though other reunions

are small, enthusiasm is still great. Annual reunions are also held in Denver, Salt Lake City, and Miami. During the past three years, reunions have also been held in Los Angeles, San Francisco, Minneapolis, Chicago, Cleveland, Washington DC, Indianapolis, Waterbury, Vt., London - and, in fact, in any city where a representative of the College happens to be and where a group of interested alumni live. The following table gives an indication of the frequency and attendance at these reunions.

Table 27

ALUMNI REUNIONS

Date	Location	Attendance
3. 2.76	Washington DC	14
3. 4.76	Philadelphia	8
3.16.76	Miami	18
11. 1.76	St. Paul	14
11. 3.76	Salt Lake City	16
11. 7.76	Denver	27
11. 9.76	Cleveland	11
11.20.76	New York City	132
3. 3.77	Miami	14
3.10.77	Washington DC	23
10.17.77	Los Angeles (CMC)	47
10.31.77	Minneapolis	18
11. 1.77	San Francisco	14
11. 2.77	Salt Lake City	31
11. 6.77	Denver	43
11.12.77	New York City	127
12.27.77	London	9
3. 5.78	Palm Beach	35
3. 6.78	Miami	16

The Bulletin is printed bi-annually in the spring and fall of each year and mailed to 806 alumni, 464 friends and 28 past faculty and staff, as well as to a number of secondary schools where the President, or a representative of the College, has or will visit. The issues normally number between 20 and 24 pages and half of the paper is given over to Class News. With the Spring 1978 issue, an announcement will be made changing the name from "Student Association" to "Alumni Association" following a recommendation made by the Executive Council. A new masthead will then be designed.

The success of the Bulletin can most readily be seen in the volume of correspondence generated by the alumni to the Alumni Secretary and all members of the Franklin staff. It is indicative of the enthusiasm and support of students who have participated in the various educational programs in Lugano. Furthermore, it constitutes a strong base upon which to build the future of the institution.

Alumni Questionnaire

In the fall of 1975, the second alumni questionnaire was mailed to all Franklin alumni. A follow-up mailing was sent during the following spring to all those who had not completed the questionnaire by that time. The result was an approximately one-third participation, as shown in Table 28.

Table 28

CLASS PARTICIPATION FOR 1975 QUESTIONNAIRE

Class of:	Total Received	Total Possible	% Participation
1971	19	50	38%
1972	29	72	40%
1973	34	110	31%
1974	75	161	46%
1975	36	139	26%
1976*	28	129	22%
	221	661	

* The 1976 year was in progress at the time. The questionnaire was mailed to those students not at Franklin for their second year.

The questionnaire is important for a number of reasons: It helps the alumni office to update its records regarding marriages, births and address changes; it helps the College to follow the alumni as their careers develop and, most importantly, it gives the College a first-hand assessment of how the alumni rate their experience at Franklin. For this, the most important section of the questionnaire, the alumni were asked to give an evaluation of their own Franklin experience. Table 29 gives a break-down of their answers.

Table 29

ALUMNI EVALUATION OF THE FRANKLIN EXPERIENCE

Question	Superior	Above Average	Average	Below Average	No Opinion
Quality of Faculty	33%	54%	12%	½%	½%
Quality of Administration	21%	44%	28%	1%	6%
Quality of Library	½%	5%	26%	68%	½%
Quality of Physical Plant	15%	30%	27%	12%	16%
Quality of Academic Program	21%	48%	24%	4%	3%
Quality of Social Life	31%	33%	17%	11%	8%
Quality of Extra-Curricular Program	39%	26%	17%	10%	8%
Preparation for Further College Study	8%	34%	36%	12%	10%
Location	84%	10%	3%	-	3%
Faculty-Student Relationship	71%	26%	1%	-	2%
Academic Travel	89%	11%	-	-	-
Emphasis on Independent Living	68%	24%	4%	-	4%
Courses related to the European/Mediterranean context	63%	28%	4%	-	5%

It is immediately obvious that the library continues to be Franklin's weakest point though, as some alumni pointed out, it is adequate to accommodate the student's needs while in Lugano.

Together with a simple completion of the above questions, many alumni added their own comments:

DAVID BARNES '71, BA Econ. cum laude, Franklin Pierce College '76 "I've said it before, I'll say it again: I would not have traded my AA two years at Franklin for an MA from anywhere."

WILL COLWELL '71, AB English/Anthropology Colgate U '73, JD New England School of the Law '76: "It's funny how close I feel to my Franklin friends. It was only nine months out of my life but my friends from Switzerland seem to be everywhere I go. I had such a close feeling between the students, and also with the faculty. I shall never forget that year."

ROBERT STAHL '71, BA (equivalent) Biology, University of Milan '75: "In my day, we were a new school with new ideas and a new vision. We were fighting to establish our existence, so we had to be good to survive and make it work."

MACEY MORTENSON BLOCK '72, BA Linguistics/Art, U of Denver (incomplete): "Franklin College was definitely one of the best things that ever happened to me. Anyone interested in furthering their individual growth, opening up the mind and heightening the level of maturity by 'tasting' the beauty and antiquity of the various cultures existing in Europe and surrounding countries, has a perfect opportunity of doing so at Franklin College."

WILLIAM ATKINS '73, BA Philosophy, Hobart College '75, applicant through LSDAS for Law School: "The foremost academic and living experience I have had to date."

KATHY BISSET '73, BA Agronomy, U of Vermont '76: "I thought the travel part of the semester to integrate learning the most valuable experience."

LIZZI CAUFFMAN '73, BA French, Stetson U '76: "I enjoyed Franklin very much. Coming from a small girl's school and living in Lugano amongst the Swiss was probably the best experience that happened to me. I think I owe a lot to that one year spent in Switzerland."

CARL HAMANN '73, BBA Economics, Wharton Evening School, U of Penn '77: "Learning about Europe was the most important aspect. Small classes were great as was the research trip program."

ROBIN HANNA '74, SUNY Morrisville '75: "I never really had the opportunity to tell you how grateful I am to you and all the warm people at Franklin for making my year in Lugano the most meaningful of my young life. It was only in the latter portion of the year that I realized how much the total experience was doing for me - to make me love and explore so many facets and to appreciate every opportunity as a wonderful experience. I only wish I could have returned again in the fall."

JESSIE MOORE '74, Christ Hospital School of Nursing, SRN applicant June '78: "Excellent exposure for those students placed in a foreign environment, dealing with new curriculum, life style, and independent living."

MARK SCHNEIDER '74, BA English, U of Utah '76, U of Chicago Law School: "Franklin was, is and will always be one of the most incredible things I've ever experienced."

JEAN NEWMAN '75, BA PoliSci Mt. Vernon College '77, MSc Candidate at Georgetown U School of Foreign Service: "The best thing which I could have done at that period of my life."

JANE JOHNSTON '76, BA International Relations, U of California, Riverside '77: "I will always cherish the memory of my year at Franklin. I learned so much more than books, professors or my parents could ever teach me. I gained a great appreciation for a culture other than my own; and learned to live with and appreciate people unlike myself. Franklin introduced me to Europe and, in doing so, started a love affair that will never end."

Comments were also made by some of the students attending Franklin on the semester abroad program offered by Claremont Men's College:

STEVEN CHING '73, BA Math CMC '74, JD U of California at Davis '76: "Outstanding, the high point of my educational experience."

PHILO LANGE '73, BA PoliSci CMC '75: "Every minute of life at

Franklin was educational because of the foreign environment."

RANDALL HUNT '74, BA Economics, CMC '76: "The best time of my life. Will never forget it. I wish that I could come back."

SUZANNE KAISER '74, BA Psychology, Pitzer College '75: "Franklin's emphasis on learning by experience was excellent."

EDWARD MOWER III '74, BA Economics and PoliSci, CMC '76: "Overall, my experiences at Franklin (and as a result of them) will never be forgotten or duplicated. It was a special part of my life."

DELRIE HOBBS '75, BA German, Pitzer College '76: "I feel that Franklin is an excellent college and I'm very sorry that I did not spend my first two years of college there, instead of one semester of my junior year."

KATHY WEBSTER '76 (ex Scripps), BA candidate, Southern Methodist U '78, Accepted at American Graduate School of International Management for Fall '78 entrance: "I feel Franklin offers a great deal to the student interested in a total immersion in European culture and way of life."

Out of the 221 completed questionnaires, only four alumni felt that they could not recommend the program and three did not complete the question. Five of these seven added a comment: "However, it would depend on the particular person and situation - what he wanted, etc.", "Not as it was when I was there. I assume (and hope) that Franklin has changed since then," "It would depend on the student," "People have asked me; I have tried to be objective, but my overall opinion is not positive," and "Maybe - dependent upon recommendee."

The question asking the alumni what they believed should be Franklin's primary goal or goals during the next decade prompted many helpful and thoughtful replies. These comments advocated the extension of the College to a BA degree program though, to a larger degree, votes went to stay small and to maintain the emphasis on small classes

and individual attention which many alumni have valued at Franklin. Many stressed the importance of furthering Franklin's reputation as a serious and viable academic institution (several alumni suggested advertising in academic journals), where students can work towards an "understanding of America's place in the world." Franklin's concept of an "international imperative" in education won undivided applause and the College was encouraged to continue to seek a highly qualified European faculty and an ever larger international student body.

Graduates from the earlier years, maybe because they are having to cope with the economics of daily living rather more than recent graduates, stressed the need to keep the College alive financially and to increase fund raising efforts with the help of a strong alumni assistance group. Along these same lines, a repeated call for more scholarships and increased financial aid was heard as an important means of attracting capable students from a variety of socio-economic backgrounds.

As to independent living in the Lugano area, frequent suggestions were made to strengthen the language courses yet more, to the point of requiring a foreign language each year, and to increase regular contacts with students from the local Swiss schools. The academic travel program, applauded as such all round, could then become even more beneficial in initiating a more extensive dialogue between the Old World and the New.

On the subject of alumni reunions, 110 said that there had been a reunion in their area, 23 did not complete the question and of the 88 who claimed that there had not been a reunion in their vicinity, a large percentage will have had the opportunity to attend one in the meantime. The question did point up several areas where a reunion could be held, however, in particular in Boston and in California,

as well as Washington, Oregon, Wisconsin, Michigan and Hawaii where, though a reunion was planned, it failed to materialize as most of the "area" alumni were attending school or working outside the islands.

Overall this questionnaire brought forth some excellent and intelligent comment from the Franklin alumni. Franklin takes them seriously and hopes that the evaluation of the past will, indeed, help the College to chart the course for the future.

TRANSFER RECORD

The primary purpose of Franklin College is to provide: "A two year liberal arts program with offerings focused on the European and Mediterranean context. Leading towards an Associate in Arts degree, courses are designed to meet transfer and admissions requirements of U.S. colleges and universities." In an attempt to implement and satisfy this stated purpose, the College established, from the outset, close working relations with U.S. colleges and universities. Initially the President, at that time the Director of Admissions and Development, opened lines of communication with the various American institutions to which Franklin College students applied. Even before the College gained provisional degree granting authority from the Delaware Department of Education, many U.S. institutions granted full credit for work completed at Franklin College. Prior to receiving final regional accreditation, the College had transferred students to over 65 institutions. Since accreditation by the Middle States Association, this number has increased to over 132 with an average of five or six new colleges or universities being added each year. The present College Counselor has continued the effort to interest those students transferring to at least consider a number of institutions that are entirely new in the mind of

the student.

As the student body of the College has developed and included graduates of an increasing number of new schools, the breadth of institutional interests and educational goals has also increased. For example, within the past several years, interest in the fields of the marine sciences, nursing and geology has not been uncommon.

The specific aim of the College Counselor is to properly match a student and his future college or university in terms of academic interests, general interests and academic challenge. To this end the oral and written comments of former students as they continue with their formal education is most valuable. A recent example of such written feedback is quoted:

> "I wanted to send you my deep thanks for your time, concern and advice. It is very much appreciated. I don't believe I have ever known of any college, large or small, where there is so much energy put out toward a single student. Just another of the many positive qualities which Franklin College possesses."

The degree to which the College has been a success in transferring its students to U.S. colleges and universities can be seen in the following transfer statistics. Although approximately 75% of all students have been officially listed as transferring since 1971, the total percentage would be higher if all former students responded to the frequent alumni mailings and questionnaires. It has been found that a large percentage of the students who withdrew or graduated from the College without completing transfer arrangements prior to their departure from Switzerland, actually continued their education at a later date. Judging from the number of alumni interviewed at reunions around the United States who have not been in written communication with the College, it would be safe to estimate that as many as 90% of all students graduating or withdrawing from Franklin

College enter an institution of higher learning within two years of their departure.

The following statistics indicate the College's success in the area of transfer.

Table 30

TRANSFER STATISTICS

	1973		1974		1975		1976		1977	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number of Students in the Class:	83	100	120	100	89	100	100	100	68	100
Students who Transferred:	53	64	91	76	57	65	72	72	61	89
A.A. Terminal Degree or Further Education Unknown:	30	36	29	24	32	35	28	28	7	11

Table 31

TRANSFER STATISTICS

Colleges and Universities which have enrolled Franklin College students, 1971-77:

Universities of:

Arizona 2
Bourdeaux 1
California:
  Berkeley 1
  Santa Barbara 2
Cincinnati 1
Florida 2
Colorado 5
Delaware 1
Denver 1
Georgia 1
Idaho 1
Maryland 1
Massachusetts 1
Miami 3
Milan 3
Minnesota 2
Missouri 1
Munich 3
Nevada 1
Oregon 5
Pacific 2
Pennsylvania 2
Regensburg 1
St. Thomas 1
Santa Clara 1
Utah 4
Virginia 1
Texas 3
Washington 3
Wisconsin 1
William & Mary, College of 1
Windham College 6
Yale University 5

Table 31 cont'd.

Agnes Scott College 1
Alfred University 2
Allegheny College 1
American College in Paris 2
American College in Switzerland 1
American University 3
Amherst College 1
Antioch College 1
Arizona State University 2
Babson College 1
Barnard College 1
Beloit College 3
Boston Architectural Center 1
Bostot Musem Art School 1
Boston University 6
Bowdoin College 1
Brown University 1
California College of Arts & Crafts 1
California Institute of the Arts 1
California State College-Sonoma 1
Carleton College 1
Carroll College 1
Chapman College 1
Claremont College 2
Cleveland Museum Art School 1
Colgate University 3
Columbia University 1
C. W. Post College of L. I. University 1
Denison University 2
Douglas College 1
Drew University 3
Duke University 3
Eckerd College 1
Eisenhower College 1
Emory University 2
Elmira College 1
Finch College 1
Florida International University 2
Georgetown University 18
George Washington University 2
Goddard College 1
Hampshire College 1
Hobart-William Smith College 1
Hollins College 1
Hood College 1
Indiana University 1
Ithaca College 2
Kenyon College 1
Lake Forest College 2
Manhattanville College 1
McGill University 1
Miami-Dade Jr. College 1
Michigan State University 1
Middlebury College 2
Mills College 1
Mt. Holyoke College 1
Mt. Vernon College 1
National College of Education 1
Newcomb College 3
New School of Social Research 1
New York University 3
New England College 1
Northern Arizona University 1
Northeastern University 1
Occidental College 1
Ohio Wesleyan University 2
Pitzer College 1
Pratt Institute 1
Princeton University 3
Purdue University 1
Reed College 1
Rollins College 3
San Francisco Institute of Arts & Crafts 1
San Francisco Museum Art School 1
Santa Rosa Jr. College 1
Schiller College 5
School of the Worcester Art Museum 1
Scripps College 1
Skidmore College 5
St. Joseph's College 2
Stanford University 1
Stetson University 1

Academic Follow-up

As might be expected, it is very difficult to follow-up on the academic progress of students once they have left the institution. The "Buckley Ammendment" makes it impossible to solicit information directly from the college or university itself. Students are relatively lax in reporting on their own progress while undergraduates or in graduate school, even when specifically asked to do so. Alumni correspondence and response to questionnaires is the only means available to assess the actual outcomes derived from the Franklin College academic program. The general impression, however, has been a positive one, indicating that strong students most frequently do stronger work when they matriculate at a four-year institution, average students get better grades or at least remain the same, and that weak students sometimes improve, but most often continue the same level of work.

Fortunately, through the good graces of a member of the Franklin College Board of Trustees, the institution has been able to obtain raw data indicating not only the weighted success of students who have transferred to Georgetown University but also the degree to which their credits at Franklin College have been accepted. As Georgetown University has received more Franklin transfers than any other senior institution to which students apply, it is assumed that the data accurately characterizes the performance and credit transfer experience of students at other institutions. The data, as it was received from Georgetown University, is reproduced in the following table.

GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20057

DEAN OF ADMISSIONS AND RECORDS

Table 31

Analysis of Franklin College Alumni/Alumnae
Enrolled at Georgetown University

1972-76

I. Comparative Academic Performances

Franklin GPA	Georgetown GPA				
	Below 2.50	2.50-2.99	3.00-3.49	3.50-4.00	Total
Below 2.50	0	0	0	0	0
2.50-2.99	0	1	1	1	3
3.00-3.49	1	3	5	0	9
3.50-4.00	0	0	0	4	4
Total	1	4	6	5	16

II. Enrollment Status as of Fall 1977 by Year of Admission

Enrollment Status	Year of Admission to GU					
	1972	1973	1974	1975	1976	Total
Graduated(w/o Honors)	0	3	0	2	0	5
Graduated(w/ Honors)	0	0	2	0	0	2
Leave of Absence	0	0	0	0	1	1
Withdrawn	1	1	0	2	0	4
Currently Enrolled	0	0	2	0	2	4
Total	1	4	4	4	3	16

III. Enrollment Status as of Fall 1977 by Georgetown GPA

Enrollment Status	Georgetown GPA				
	Below 2.50	2.50-2.99	3.00-3.49	3.50-4.00	Total
Graduated(w/o Honors)	0	2	2	1	5
Graduated(w/ Honors)	0	0	0	2	2
Leave of Absence	0	1	0	0	1
Withdrawn	1	0	2	1	4
Currently Enrolled	0	1	2	1	4
Total	1	4	6	5	16

IV. Credits Accepted at GU by Credits Earned at Franklin

Credits Acc at GU	Credits Earned at Franklin					
	Less than 15	15-29	30-44	45-59	60+	Total
Less than 15	0	1	0	0	0	1
15-29	0	0	2	0	0	2
30-44	0	0	5	1	0	6
45-59	0	0	1	0	3	4
60+	0	0	0	0	3	3
Total	0	1	8	1	6	16

2/27/78

ATTRITION

Although attrition continues to be of prime concern to the College, there is clear indication that more and more students are considering the Franklin College experience as a two-year program leading to the Associate in Arts Degree. This fall, more students than ever before elected to return to the College for a second year. This was, in part, due to a number of factors.

First, the College did not increase its tuition or fees. Second, academic travel was made optional for second year students, thus decreasing the cost of the entire academic year by some SFr. 2,000. Curiously enough, most of the second year students elected to travel in spite of this change, with the exception of students on financial aid and students from abroad with extensive travel experience. Third, students were impressed with the curriculum revisions made for the current year and the presence of the Trustees and European Advisory Board members on campus during the spring to discuss long-range planning. A feeling of commitment and permanence did much to cement the notion of a two-year program. Fourth, the demonstrable success of sophomore transfers to senior institutions in the United States did much to convince first year students of their possibilities for college admissions following their second year at Franklin College. Fifth, the College catalog and the position taken by the admissions office and those recruiting for it have characterized the program at Franklin as a two year experience. Finally, the growing interest in and talk of the establishment of one or two highly selective B.A. level programs at the College encouraged some of the foreign students, who wish to remain in Europe for all four years, to return.

It is interesting to note that most of the students who withdraw after their first year at the College come from the United

States. As the student population becomes increasingly derived from U.S. citizens living in Europe and foreign nationals, the problem of attrition will diminish. The added benefit of having this category of student regularly committed to the full, two-year program will undoubtedly have some positive effects on those students coming from the United States. The College Counselor, the Dean of the College, the President and other members of the faculty and administrative staff begin work early in the spring to encourage first year students to return. This will certainly be an ongoing effort, but it is one to which the College has made a full commitment.

The following table updates the Attrition Data presented in the 1975 report.

Table 32

ATTRITION DATA

	1973-74		1974-75		1975-76		1976-77		1977-78	
	No.	%	No.	%	No.	%	No.	%	No.	%
Students eligible to return from previous year who did not do so:	59	58	31	47	48	70	35	50	28	42
Total year's Enrollment:	198		183		145		158		174	
Students who withdrew during the year or stayed for only one semester.	21	10	22	12	11	9	14	8	20	11
Mid-year graduates:	2		3		4		4		5	

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